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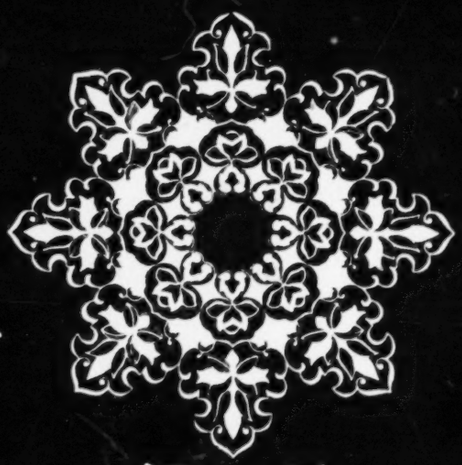
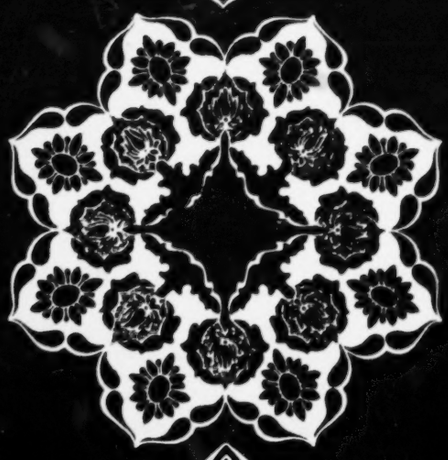
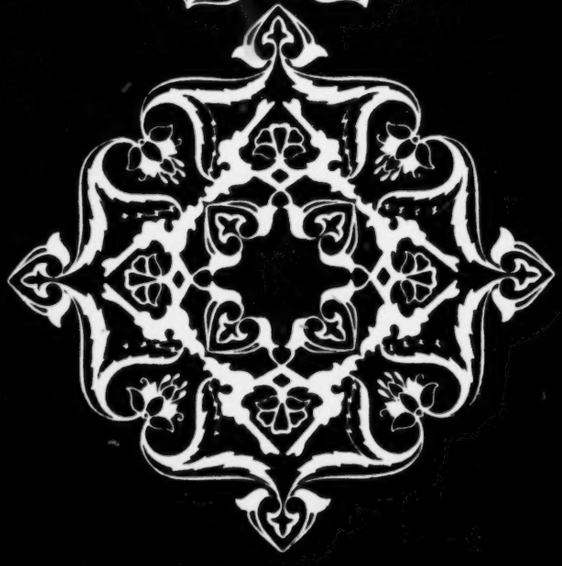
ABSTRACT

This 124-item bibliography, with English abstracts of recent bocks and articles on various aspects of Pakistani education, includes a special section on professional training. Major sections are devoted to educational planning, educational reforms, libraries, and examinations. Twenty-five additional sections provide less extensive coverage of a broad range of topics, including curricular issues, literacy, administration, and educational health, philosophy, and sociology. An author index is included. Related documents are ED 031 115, ED 032 820, ED 035 337, ED 036 801, and EA 003 161. (RA)







SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Editor:
ISMAIL SAAD

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. ISLAM, Mominul. School Colleges Samaya Bivrat (Problems of Timings in Schools and Colleges) --- Purbadesh (Dacca) April 26, 1970 (B).

This is a discussion of the problem of different timings in Kindergarten, schools, colleges and universities. The merits and defects of enforcing uniformity in timings have been discussed. Uniformity of timings is desirable provided its defects such as need to run double shifts in schools are removed. Different timings are a real problem for the housewives as well as the students. To the housewives the difficulty is more financial; in the case of students this may hinder their academic progress especially of those who have to go to schools early in the morning, as they can neither concentrate on their study with the needed freshness nor get the help of their elders.

ADULT EDUCATION

2. Widen the Scope of Adult Education --- Pakistan Observer (Dacca) June 24, 1970.

It is proposed that the adult education extension program should be opened for students of classes VI through VIII. This is to prevent children after class V from dropping out from classes to help their parents. Curricula of such courses should emphasize community education, family planning, agriculture, and other vocational education. These courses should be organized in such a way that 10% of students completing class VIII may be selected and subsidized by the Government for further study in the group of agriculture courses of secondary education. This will provide opportunity to the poor but meritorious students. The adult education extension program should be designed to produce trained farmers with the idea that ninety per cent or more of these students will join farming for earning their livelihood after the completion of the proposed course. The main purpose of the proposed adult education extension program is to provide opportunities of work and education for the child who would otherwise, out of necessity, be compelled to give up studies either to help

his father in farming or to be employed in some petty service for earning his livelihood. So it is proposed that initially for a selected school in each union an area of seven or eight acres of agricultural land should be acquired by the Government and leased out to an experienced farmer for the purpose of engaging pupils of the proposed adult education extension program for work on the land. In order to make the school farm an ideal farm, necessary assistance should be provided by the relevant Government personnel of different departments such as agriculture, livestock, fisheries, cooperative, and the like.

AGRICULTURAL EDUCATION

3. CHOUDHURY, A. Rahim. Pakistaner Hrishi Shikkha (Agriculture Education in Pakistan) --- Purbadesh (Dacca) June 12, 1970 (B).

The writer discusses the agriculture education system in Pakistan. Specialized education in agriculture is provided mainly by the two agriculture universities in Pakistan. The writer first concentrates on the facilities of inservice training which are provided to agricultural officers of the Government ranging from top to the lower levels and, secondly, on the provision of training for the farmers. In this connection the role of extension services provided by the agriculture universities of the country has been discussed elaborately. In addition, the method of agriculture information service, practical training of the farmers in the field through demonstration, exhibitions, meetings of the agriculturists, incentives for better agriculture have been discussed.

CHILDHOOD EDUCATION

4. AHMED, Shirin. Shishur Shariric-o-Manushik Bikas (The Physical and Mental Development of the Child) --- Purbadesh (Dacca) April 7, 1970 (B).

For making a child a happy and resourceful citizen of the country it is imperative to take special care for his upbringing and education from his early childhood, when his mental development starts and his personality begins

to take shape. The prime responsibility in this respect lies with the mother who should channelize his physical, mental and emotional activities for the building of his character. Education of a child includes not only book education but also the development of his physical, mental, and moral capabilities. Since a child is by nature imitative he should have good examples to emulate. Mothers should, therefore, control themselves before children and treat the child with affection and understanding. He should be allowed enough freedom so that he may gain self-confidence and a sense of responsibility and self-help. Children should be encouraged to play in the open ground.

5. BEGUM HAFIZA. Shishura Shikkhaiya Maayera Bhumika (The Role of the Mother in Child's Education) --- Begum (Dacca) June 10, 1970 (B).

For a child, learning with the help of books should start in between the 4th and the 5th years of his age. Since a child remains most of the time with his mother, the prime responsibility of imparting education to him rests on her. She is the child's first and the most important teacher. She should, therefore, prepare herself even before the birth of the child for this responsibility. She cannot transfer this responsibility to the teacher. In order to enable the child to grow to a person of sound mind and pleasing personality the parents should always behave toward him in a pleasing manner and understand his needs. He should be gently prevented from falling into bad habits and pleasantly encouraged to know about things around him.

6. FAQIR, Abul Husain. Shishur Shikkha Khetrey Kalpana Shaktir Bybahara (Application of Thinking Power in Child's Education) --- Purbadesh (Dacca) June 17, 1970 (B).

The writer explains how best the thinking faculty of the child can be utilized for his education. Children love fairy tales, nursery rhymes, etc., and properly told, these tales can stimulate creative thinking. The thinking faculty of children can be stimulated if during the story they are introduced to new knowledge and alphabets and are taught some hand work. The thinking power of children can best be utilized when they reach the age of 9 or 10. At this age they should be given education through narrative and descriptive poems, historical events, and geographical

description. Besides, the children should be allowed full freedom to play with clay and dust. The gentle behavior of the teachers is the most important element in inspiring the children to creative thinking and its utilization in education.

7. SIDDIQI, Gool. The Child in Society --- Dawn (Karachi) May 3, 1970.

In modern society the personality of the child is very important. Today education is his birthright. In a fruitful and pragmatic education programthe parents and the teachers play a combined role. Heridity and environment both act powerfully on the mental development of the child. The home exercises a profound influence on him and so the main role is played by the mother.

The first six years of the child's life are his most important formative period. During this period he awakens to his surroundings and begins to realize that certain attitudes are expected of him if he is to be accepted. The majority of the children adjust themselves easily. The child's basic diet is love and security, even the maladjusted child can be brought to straight path by the force of love.

The child's real contact with the outside world comes when he is ready for school. Education in school prepares him for effective living in social atmosphere. Education will fail in its purpose if it neglects to take account of his surroundings. The curriculum must be so planned as to bring him into right relationship with the problems of the day-to-day life.

COMPARATIVE EDUCATION

8. MANIK, Nazimuddin. Japani Shikkha Bybastara Koyekti Deek (A Few Aspects of Japanese Educational System) --- Purbadesh (Dacca) May 6, 1970 (B).

Japan had 100% literacy even before the beginning of the present century. Educational development took place before and after Maji Revolution. The writer in this article traces the genesis of the Japanese educational system

and its gradual development up to date. The foundation of modern compulsory free primary education was laid in 1872 when it was made compulsory for every child to have six years' primary education. The present educational system was introduced in 1947 through two legislative measures: Fundamental Law for Education and Education Law for Institutions. These two legislative measures envisage democratic universal education according to the capability of each and every citizen of the country. The laws prescribe also some guide-lines for education. The educational system, in strict adherence to the Japanese social values, encourages teaching and learning activities, and provides incentives for building museums, libraries, lecture-halls, etc.

The educational system is divided into four stages: primary schools (6 years); secondary schools (3 years); higher schools (3 years); and universities (4 years). Primary and secondary education with a 9-year duration is free and compulsory. The writer gives statistics of Japanese education.

9. RIAZ, Muhammad. Iran's Educational System --- Comtemporary Affairs (Rawalpindi) 2(5): 138-147, 1970.

Iran, a country to which Pakistan is bound by close ties of brotherhood and cultural affinity, has made remarkable progress in the field of education in recent years. The writer, after a first-hand study and observation, gives an account of the salient features of Iran's educational system, some of which relate to the status of and facilities for teachers, bifurcation of subjects and examinations, participation of students in extra curricular activities and special campaigns for the promotion of literacy. The teacher occupies a respectable position in Iranian Society. He is selected on the basis of training and ability and is placed in an hierarchy of teaching profession with gradation of salary, life insurance, and pension benefits. Bifurcation of subjects takes place from class X at the Secondary Stage which continues up to class XII. There are public examinations only after classes VI and XII.

The most important feature of drives against illiteracy is the initiative taken by the Shahinshah of Iran who launched a campaign against illiteracy with the help of the Military Educational Corps composed of thousands of soldiers.

10. SIDDIQUI, M. Raziuddin. Organization of Education and Research in U.S.S.R. --- Pakistan Educational Review (Islamabad) 1 (1): 39-55, 1970.

The people of Pakistan know a lot about the educational systems of England and America, but they have very little knowledge of the Russian education sytem. Russia is not only much advanced in the field of science and technology, but she is also our neighbour. The writer had an opportunity to visit Russia twice, and he records the impressions of his visits with special reference to the fields of education and science.

A brief history of educational development in Russia has been given. Before the Revolution of 1917 Russia was the most backward country in the field of education in the Western world. After the revolution general and universal education was introduced throughout the country. Illiteracy was considered an enemy of the people and all possible means and methods were adopted to wipe it out. The duration of compulsory education was increased gradually and at present it is eight years.

There is a brief description of the present educational facilities followed by a detailed discussion of the system of education under the heads of secondary and higher education. The subject of research has been separately dealt with. At the end present research activities have been sketched in detail.

CURRICULUM

11. QADRI, M. Afzal Husain. Turning Point in National Education --- Morning News (Dacca) May 31, 1970.

The new education policy envisages a drastic change-over from general education to scientific, technological and vocational education. It is imperative that we start a large number of schools with arrangements for the teaching of the basic elements of sciences and technical skills together with general and cultural subjects, all permeated with a spiritual philosophy of Islam. Such education is apt to bring the common men together and create a spiritual harmony among the people of different trades and professions. In addition,

education will instill in our people a spiritual idealism, a correct appreciation of the cultural and economic values, and a living interest in the concrete problems of life. It should also make us self-confident and capable of corporate activity.

The National Technical-cum-Science School should be specially equipped to meet the exigencies which the country is facing, and is likely to face, in future.

DEVELOPMENT OF EDUCATION

12. Education Facilities --- In: Life Around Us --- Printers Combine (Karachi) 70-82. 1970.

The chapter provides information about educational facilities in the country. First, there is a list of universities in East and West Pakistan followed by a list of boards of secondary and higher secondary education. There is a list of affiliated colleges under each university. In some cases this list is divided according to subjects such as arts, science, commerce, teacher training, etc. In the case of Karachi University the information about the courses of study offered by each college has also been provided. There is separate mention of engineering universities, colleges, polytechnics, and technical, industrial, vocational, agricultural and commercial institutes.

In the end some information has been given about the government departments that deal with education.

13. Ministry of Education, Government of Pakistan. Year Book for 1967-68 --- Central Bureau of Education (Karachi) p. 24. 1970.

The educational policy continued to serve two vital national objects: the first aims at providing manpower of the type and variety required for the socio-economic development of the country and the second is intended to build character of the youth and to inculcate in them attitudes and beliefs in keeping with the country's culture and tradition.

During the period under review concerted efforts were made to expand education at all levels. There has been a sharp

rise in governmental expenditure on education. Every effort is being made to achieve the target of accommodating all the children of school-going age within the next few years. There was a large-scale expansion and imporovement in secondary education. Due emphasis was given to the expansion and improvement of technical and vocational education along with higher education.

14. AIJAZ, Saiyid M. Education: A Panacea or an Opium --- Jamia Educational Quarterly (Karachi) 11(2): 51-57. 1970.

Currently it is fashionable to charge education with the responsibility of providing the manpower requirements of the country. Without a change in the perception of the role and place of education in society, it would be unrealistic to expect that education could prepare youth for the country's manpower requirements. The whole society must work closely with schools for the fulfilment of this mission. In Pakistan education is also charged with the responsibility of developing national cohesion through a reaffirmation of the nation's commitment to Islam. Thus education is being made not only the scape goat for society's own failings, but it is also held as a panacea of all social problems. While society seems to lack the will and determination to take appropriate corrective measures at socio-cultural, political and economic level to meet the challange posed by poverty, political unrest and diminishing faith in religion, it is trying to lull the nation into believing that a little more investment doled out to education would cure all social ills, if we would wait a little longer.

15. HASHMI, Rasheed. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Fikro Khyial (Karachi) 8(3): 9-13, 1970 (U).

The importance of education cannot be overemphasized. The progress of a country depends on its educational activity as progress and education go hand in hand. However, the type of education differs from country to country according to its special needs and requirements. It is unfortunate that our system of education is still of a type that does not fully serve our needs and requirements. Our present education does not suit our genus. Pakistan came into being as an ideological state, and it is the duty of our administrators and educators to produce educated men who can preserve the identity of the country as an ideological state.

The educational process consists of three elements, the teacher, the taught, and the subject matter of teaching. These three elements of education are discussed in detail in the light of our special aims and objectives. It is suggested that our educational set-up should have a religious orientation which forms the baisis of our national existence.

16. MATIN, Abdul. Aiye Prabanatake Rukhtey Hobey (This Tendency Must be Checked) --- Purbadesh (Dacca) June 10, 1970 (B).

The writer criticizes the theory that education is to be conceived in terms of overall productivity, and investment in education is to be termed as investment in human capital. By this process education is being mechanized only to enable the people to earn a livihood, and not to get education about the higher values of life. According to him the purpose of education is to build a person morally and socially. The present trend of materialist education, divorced from moral values, will bring indescipline and social anarchy. The idea of education as an industry is repulsive to the writer and he appeals to the people to check the industrialization and commercialisation of education.

EDUCATION PLANNING

17. AHMED, Manzoor. Research in Educational Problems --- Pakistan Educational Review (Islamabad) 1(2): 101-119. April, 1970.

The writer defines educational research, spells out its function, identifies the extent of its recognition in Pakistan, describes the activities, and finally discusses the preferable organizational pattern and priorities for this purpose. Educational research as a systematic striving for understanding does not necessarily provide the final answer to all educational problems, It, however, lights the path of educational decision-maker in the formulation of his informal judgment and in the implementation of his preferred solution. Achievement in the field of educational research have not been adequate because of the lack of sufficient financial, manpower, and organizational support, and in spite of the government recognition of its need resarch activities were limited to theses written by students for degree requirements. But recently two

GER's of the country have undertaken educational surveys in the two wings of the country. Besides, the National Manpower Council, the Planning Commission and the East Pakistan Planning Department also have undertaken research work in the field of manpower development. The writer advocates the creation of an independent national agency like that of U.S. Office of Education or the Academy of Pedagogical sciences of R.F.S.F.R. of the Soviet Union, for understanding, promoting and co-ordinating educational research activities, and recommends the establishment of a National Council for Educational Research by an act of parliament. The organizational structure of the Council has been elaborated and its major responsibilities spelled out. The highlights of the Research priorities are: collection of basic information, manpower development, construction of standardized tests, field testing of hypotheses, development of evaluation criteria for the implementation of educational plan, longitudinal studies of curriculum effectiveness, child development, educational wastage, etc.

18. CHUGHTAI, M.I.D. Scientific Manpower Requirements --- Dawn (Karachi) May 5, 1970.

In this competitive world it is necessary to plan scientific manpower requirements fairly precisely. The training in scientific field involves high expenditure in comparison to arts and humanities, and if there is under-employment, it lowers the morale of the educated section and leads to the brain drain from the country. Obviously, no country can afford such financial waste of scientific manpower. However, this does not mean that higher scientific education should be restricted.

Our scientific manpower has definitely risen and is likely to rise in the future. The main problem in Pakistan is how to put this precious manpower to maximum use. Our industries can help insolving this problem by absorbing them in large numbers. The establishment of heavy industries will greatly facilitate the absorption of this scientifically trained manpower. But at the present stage we have to make concerted efforts to evaluate our scientific manpower requirements to formulate our future science education policy on the basis of this evaluation. It is no use to increase the number of M.Sc.'s if there are no opportunities to gainfully employ them.

19. HUQUE, Ihsanul. Aamader Shikkha Parikalpana (Our Educational Planning) --- Dainik Pakistan (Dacca) June 19, 1970 (B).

Planning plays a vital role in education. Lack of planning in education causes wastage of time, labor and money. Educational planning means the planning of school buildings, finances, and curricula. The buildings for schools are generally not well planned. They are either housed in a private residential building or built on a very small plot of land. Playing-grounds are rarely found in schools. Class-rooms are also very small and the number of students is large. This is not proper for the health of the students. Next come meagre finances. Most of the private schools are financially poor. There is no money to spend on the general well-being of the students. The present curricula have been criticized as alien to our national heritage and culture. The result is obvious. The new generation is generally not aware of our cultural heritage.

20. KHAN, Mohammed Ferdouse. Research in Educational Problems --- Pakistan Educational Review (Islamabad) 1(1): 85-95, 1970.

Education is an activity that is beset with problems. There is always scope for fresh ideas, improved methods, advanced techniques, and increased excellence in education. When one problem is solved, several others crop up. It is through continuous confrontation with the problems and through serious efforts at solving them that we can make progress. For this purpose sustained research is of great importance. A comprehensive program of educational research must be included in any proposal for lasting progress in education.

Unfortunately, in Pakistan research in the field of education has not received the importance it deserves. The research activities carried on at the training colleges and other institutions remain isolated experiences of individuals. Educational research in Pakistan at this stage of her development should be of the practical and functional type. It is necessary to make organized efforts to create conditions conducive to research programs, and with this purpose in view a number of recommendations have been made. At the end some urgent educational problems have been discussed which need research studies.

EDUCATION REFORMS

21. AHMAD, Taufiq Ali. Bartaman Shikkhanitir Bairthata (The Failure of Present Educational Policy) --- Azad (Dacca) May 3, 1970 (B).

Most of the students take to the habit of memorizing their lessons without using their intelligence. The result is that when their guess or memory fails them in the examination hall they feel bitter and disappointed and create trouble in the examination hall as often as outside it. The practice of memorizing should, therefore, be definitely discouraged among the students. The reasons for memorizing are: 1) the prescribed syllabi are inadequate; 2) teachers do not take the trouble to explain the lessons properly in the classroom; 3) the language employed in the books for primary schools is difficult; and 4) at all levels grace marks are liberally allowed to swell the percentage of passes in examinations.

22. Gushita Shikkhanitir Aloke (In the Light of the Declared Educational Policy) --- Purbadesh (Dacca) March 4, 1970 (B).

This is an editorial comment on the new education policy. It commends two aspects of the policy, increasing allocation for education and higher salary for the teachers, especially for the primary school teachers. This will solve at least partly the problem of the low prestige of teachers and their financial insecurity. The editorial recommends a further increase in the salary of teachers and the constitution of an Educational Service Board for Primary and Secondary education. This will solve the problems of lack of talented teachers at the lowest level. The editorial calls for a secular and pragmatic system of education and criticizes the centralization of education. It advocates educational autonomy keeping in view the geographical situation of the country and the need of the different regions.

23. MAJID, Abdul. Causes of our Educational Failures --- Pakistan Times (Lahore) May 17, 1970.

The writer outlines the causes of the failure of the system of education in Pakistan. The new education policy document which attributes the steady deterioration in the academic

standards in colleges and universities mainly to the presssure of expansion, reveals the truth, but not the whole truth. The whole truth, i.e., the real causes of the deterioration, are: i. the heavy influx of semi-educated and obdurate young people into higher education regardless of their aptitude; ii. the failure of the teachers to rise up to the required professional standard; iii. the absence of a system for the assessment of academic merit; iv. the lack of efficient and diligent people at key positions in higher teaching and educational administration; v. the absence of a sound recruitment policy; and, vi. the lack of decision in the adoption or non-adoption of national languages as the media of instruction. The writer suggests a rigid recruitment and selection system for the college and university teachers.

There is also the necessity for educating the educators, and an academy for their training should be established. As proposed in the Nur Khan report, the scheme for National Professorship should be introduced. The National Association of Teachers should seriously strive for the improvement of efficiency and standard of the profession.

24. New Educational Policy - A Review --- Pakistan Observer (Dacca) June 3, 1970.

The new education policy appears to have accepted the Perspective Plan goal of achieving universal primary education by 1980 and then extending it up to class VIII. It has also been proposed to provide facilities of primary education for 70 per cent of the population of school-going age during the Fourth Plan. The policy indicates that five million adults and school-leavers should be provided with functional education by 1975. This figure constitutes only five per cent of the total adult illiterates. The policy does not indicate the age group from which these 5 million adults should come. More emphasis has been given in the policy to scientific, technical and vocational education than to general education by setting a ratio of 40:60 between general and non-general education. But by which year this ratio would be achieved and what would be the financial implication of launching such a program are questions that have not been clearly answered. The policy admits that the existing examination system fails to serve its purpose as a measure of achievement or an incentive to learning, yet it does not give the slightest indication about the direction of change in the present system. The

language issue has also been left unsettled at this stage. The new policy lays due importance on teacher education and suggests the provision of teacher education courses in intermediate and degree colleges.

25. RAHIM KHONDOKAR, Abdul. Shikkhanitir doo ek deek (Some Thoughts on Educational Policy) --- Dainik Pakistan (Dacca) April 27, 1970 (B).

The educational policy announced by the government has not taken serious notice of the increasing rate of failures and drop-outs. However, some steps have been taken to solve the problem. The number of failures at the SSC examination is huge. Roughly speaking, more than fifty per cent of those appearing at the SSC examinations fail every year. The causes of failure on such a large scale need to be seriously examined. While little or nothing exists in the educational planning for the disposal of the failed multitudes, proper and nationally creative arrangements are absent for the future education of those who have passed. Our educational planners should realize that a boy who has failed in the text-book proficiency sense could be a brilliant success in other fields, and proper arrangements should be made for developing his talents.

26. SIDDIQUI, Hafizur Rehman. Nai Ta'aleemi Policy Ki Khubian Aur Kharabian (Merits and Demerits of the New Education Policy) --- Zindagi (Lahore) 8(33): 7-10, 1970 (U).

The approved proposals of the new education policy are far from satisfactory. The policy widely misses the desired goals published last year for eliciting public opinion. The original proposals were welcomed by all.

The main features of the previous proposals were: 1) the Islamic way of life as the basis of national unity, 2) the use of national languages (Urdu and Bengali) as the media of instruction and for the conduct of official business in both the wings of the country, and 3) a uniform education program for the whole country. The new policy completely deviates from the cherished goals of the previous proposals. There is a long discussion to show that the new policy will hardly succeed.

27. The New Educational Policy --- Pakistan Educational Review (Islamabad) (Editorial) 1(2): 5-8, April, 1970.

During the last 22 years, several attempts were made to reconstruct Pakistan's system of education. Recommendations were made by many committees, conferences, commissions, etc., such as Pakistan Educational Conferences, Educational Reforms Commission for East Pakistan, Advisory Board of Education, Council for Technical Education, the Five-Year Plans, report of the Commission on National Education, and the Commission on student problems and welfare. The article comments on the New Education Policy and brings out its salient features. The highlights of the policy are: 1) orientation of education to the national objectives, equalizing the opportunities of education, arresting the declining standards and correcting the growing imbalance between the various types of education; 2) universal primary education up to class V by 1980 by arresting the large-scale wastage and by making primary school curriculum and programs more meaningful and the teachers more competent; 3) democratization and diversification of secondary education; 4) shift towards scientific subjects in higher education rather than liberal arts, democratization of the university administration by setting up University Grants Commission and the institution of the programs of National Fellowship and National Professorship; 5) Priority to Science and Technical education; 6) Reorganization of Madrasahs and religious education and strengthing of the programs for teacher education.

28. The New Education Policy at a Glance --- Pakistan Educational Review (Islamabad) 1(1): 110-119, 1970.

The present government gave high priority to the problem of education, and an intensive review of the entire educational system was undertaken by a number of study groups. As a result, a number of proposals for a new education policy were formulated and published to elicit public comments. In the light of these comments the original proposals were modified to conform to the broad consensus. The new education policy was finally approved in March 1970.

The policy briefly details the salient features under the headings of basic concepts, languages, higher education, university grants commission, teaching and research, need for improving the conditions of service of teachers, education

service board, technical education, science education, centers of excellence in science education, production of scientific equipment, center for advanced studies and research, private institutions, religious education, madrassah education, physical targets, and financial implications.

29. The New Education Policy of the Government of Pakistan --- Ministry of Education and Scientific Research, Islamabad, 26 p. 1970.

In March 1969 an intensive review of the entire educational system was undertaken by a number of study groups both at the Center and in the provinces. Based on this survey, a set of proposals for new education policy were formulated and published for the public to discuss and form its opinion. In the light of public comments and suggestions the original proposals were modified to reflect the broad consensus. The present education policy received the approval of the government in March 1970.

The recommendations under the new education policy are under the following heads:

Basic principles and concepts; Elementary education; Adult education; Secondary education; Higher education; Science, technical, and vocational education; Madrassah education; Religious education; Curriculum development, textbooks, and examination; Student amenities; Language policy; Teacher education; Administrative reorganization; Physical targets and financial implications.

30. The New Education Policy - Pakistan Ministry of Education and Scientific Research --- Pakistan Educational Review (Islamabad) 1(2): 9-41 April, 1970.

This is the full text of the New Education Policy formulated by the present Martial Law Regime in Pakistan. The policy has been designed as a statement of national goals in education and lays down certain broad-based guidances. The goals indicate the general direction that educational development in the country should follow, and the guidelines provide a framework within which the Provincial Government and other Government and Non-Government agencies are to prepare

detailed plans and programs. Besides envisaging additional improved facilities at various levels, the document also covers the following five major areas of reform: 1) meeting the need for the orientation of education to national ideology and objectives, 2) equalization of the opportunities of education, 3) arresting the declining standards; 4) correcting the growing imbalance between various types of education by shifting the emphasis to scientific, technical, and vocational education, and 5) decentralization of educational administration to ensure academic, administrative, and financial autonomy particularly at the higher stages.

ELEMENTARY SECONDARY EDUCATION

31. ALI Md. Azhar. Primary Education in East Pakistan and the U.S. --- Action (Lahore) VIII (2): 11-14. April, 1970.

This is a comparative study of the primary schools of U.S.A. and Pakistan, specially of East Pakistan. General conclusions have been drawn from the existing situations in both the countries and it has been found that the position of primary education in Pakistan is in some ways far inferior to that in the United States. The points of comparison include educational facilities, administration of primary education, finances, admission and promotion of students, instruction and supervision, and other physical and teaching facilities including educational equipment and library facilities. The writer makes some suggestions for improving primary education in Pakistan: 1) Primary education should be made compulsory within the prospective Plan period (1965-85); 2) People should be given a share in the organizational set up of primary education so that they may feel an earnest desire to render voluntary service; 3) wastage of manpower should be arrested through a system of total evaluation of the child's achievement throughout the year and not through one annual examination; 4) the teacher-student ratio should be improved; 5) the present system of supervision should be replaced by an improved one; 6) library facilities for both children and primary school teachers should be created; and 7) effective formal guidance services in primary schools should be introduced in Pakistan as early as possible.

32. HUDA, Shamsul. Narayanganje Primary Shikkha (Primary Education in Narayanganj) ---Ittefaq (Dacca) June 1, 1970 (B).

Primary education in the Narayanganj Municipal area is suffiering from neglect. A reliable survey shows that there are 55 primary schools including some for girls. With the exception of a few, each school accommodates on an average, approximately three times more students than the optimum capacity for a primary school. The accommodation capacity in the primary schools is 4487 as against the actual number of 12659 students. At present classes are held in two shifts. Out of 19 girls schools 16 run the morning shift in the attached boys schools. Morevier, quite a number of schools are in dilapidated condition. The ratio of teachers to students is roughly 1:60. In some cases there is one teacher for 80 students. The number of schools compared to the increasing number of school-going children is also low. With the expansion of the Muncipal area more primary schools are needed.

33. JAFRI, Syed Hamid Ali. Ibtedai Ta'aleem Aur Us Kay Asteza (Primary Education and Its Teachers) --- Al-Ilm (Karachi) 19(1): 7-17, 1970 (U).

The importance of primary education need not be emphasized. Similarly the aims and objectives of primary education are well known. Our problem is to find out whether the educational facilities for primary education are adequate in the country. We have to see how far we have achieved the cherished goal of free primary universal, education and what has been done for teacher training program, and teacher's pay scale and welfare.

These problems have been discussed at great length and the existing situation has been fully analyzed. There are proposals and guide-lines for improving the present situation of primary education.

34. JAHANGIR, Mohammad. Purba Pakistanay Primary Shikkha (Primary Education in East Pakistan) --- Dainik Pakistan (Dacca) June 7, 1970 (B).

In 1947-48, the number of primary schools in East Pakistan was 29,633 but in 1954-55, this number decreased to 26,000.

One primary school is necessary for every two thousand persons, which means that in 1965, when the population of this wing was 6,44,00,000, the number of primary schools should have been 32,200. One of the objectives of education during the Third Five-Year Plan was to improve the quality of education at the primary stage. This improvement aimed at upgrading the quality of teacher education programs in the training institutes, but the result is not encouraging. The drop-out rate could not be checked and the enrollment could not be increased. No change in the Primary School curriculum is visible. However impressive our plans to reform our system of education may be, the desired results could be achieved only through the proper development of the system of primary education.

35. KHAN, Namdar. Some Aspects of Planning for Primary Education in Pakistan --- Pakistan Educational Review (Islamabad) 1(1): 56-80. 1970.

The Government is conscious of the important role education plays in the socio-economic development of the country. The expenditure on education has increased more than ten times during the last seventeen years.

The Commission on National Education recommended measures for the introduction of compulsory and universal education for classes I to V within 10 years (by 1970) and for classes I to VIII within 15 years (by 1975). These goals could not be achieved and we had to content ourselves with more modest as is evident from the proposals of the 2nd and the 3rd Five-Year Plans. Now that we are launching the Fourth Five-Year Plan, it would be highly fruitful to analyze some of the major causes of our failure in achieving our targets at the primary education level. We have to see if we have invested enough resources in primary education and used them wisely.

This problem has been thoroughly investigated with relevant statistics and pointers touching the wastage in education, the question of quality education, acquisition of additional resources for education, and administrative reorganization of education. At the end various recommendations have been made.

36. KHAN, Serajul Haque. East Pakistan Secondary Education System --- Action (Lahore) VIII (2): 16-20, April 1970.

The writer gives a resume of the development of secondary education in East Pakistan. He traces the genesis of the educational system and narrates its gradual development up to date. Secondary education in East Pakistan is more or less a legacy from the British. Its origin can be traced in the Education Dispatch of 1854, which created the office of the Director of Public Instruction. Education became a provincial subject under the Government of India Act, 1919. After Independance many changes were introduced in the secondary education system of the country to make education more practical and true to the spirit, ideology, and need of the country.

Endeavors were made to propound new educational principles by the Pakistan Educational Conferences, the East Pakistan Educational System Reconstructional Committee, and the East Pakistan Educational Reforms Commission. But the recommendations of these conferences and commissions, could not be implemented because of inadequate funds. However, the few changes which were made were: 1) Class V was transferred from secondary level to primary level, 2) Urdu was made complusary up to Class VII, 3) History of England was replaced by History of Islam,&4) Education Extension Center was established in Dacca. But the major breakthrough in secondary education took place after the adoption of the recommendations of the Commission for National Education, 1960, which envisaged investment in education as investment in human resources, diversification of courses in secondary education, development of physical facilities etc. As a result of this educational development program was included in the third Five-Year Plan. The only defect pointed out by the writer in the process of the diversification of courses is the lack of trained teachers to teach diversifed subjects.

EXAMINATIONS

37. AHMAD, Khalil. Porikkha Doorniti (Unfair Means in Examinations --- Dainik Pakistan (Dacca) June 20, 1970 (B).

Adoption of unfair means in examinations, both in schools and in colleges, has become common in East Pakistan.

Although this evil has been widely condemned, nothing practical has been done so far to curb it. In order to preserve the sanctity of examinations suitable rules and regulations should be framed and rigorously enforced. Certain examinations centers are known to provide facilities to the examinees for copying and indulging in other unfair practices and thus help certain institutions to show good results that would boost their admission figures and bring in higher grants from the government. Such centers should be abolished after thorough investigation. The following measures may check the spread of this evil: 1) The students found copying in the examination halls should be penalized; 2) They should not be promoted to higher classes; 3) Their examination scripts should be cancelled; and 4) They should be debarred from appearing in any examinaton for a specified period.

38. ALI, Md. Azhar. Examinations and College Education --- Morning News (Dacca) May 17, 1970.

The writer lists and examines the causes of poor results of the Board and the University examinations: 1) The first difficulty of the general students of the higher secondary classes receiving so far their education through the medium of their mother tongue, is that all of a sudden they have to switch over to English, especially in regular classrooms in colleges. 2) While little importance is attached to the teaching of English in the lower grades, English is retained as the medium of instruction at the college level. The University has also introduced English as a compulsory subject at the degree stage from 1955. 3) Since Independence the annual sessions of the H.S.C. and degree classes begin later than the usual time because of the delay in the publication of the results of S.S.C., and H.S.C., examinations. Furthermore, questions are often set on the topics not contained in the syllabi. To improve the present state of college education the following steps have been suggested. 1) Without further delay mother tongue should be introduced as the medium of instruction in the colleges of East Pakistan, so that a continuity of instructions at the school level and the college level is maintained. 2) The importance of English at all stages of education should be uniform. The gap between the commencement of new sessions in the colleges and the holding of the S.S.C. and H.S.C. examinations should not be as long as at present. 3) The present syllabi of the Boards

and the Universities should be covered by teachers adequately before the examination. 4) A representative body of the college teachers should be on the Moderation Board to prevent the inclusion of questions on the topics not included in the syllabi. 5) Financial aid to the non-government colleges should be large enough to obviate their reliance on the fees from the candidates to tide over financial difficulties.

39. Examination and Students --- Pakistan Observer (Dacca) (Editorial) June 27, 1970.

The editorial recommends the introduction of several terminal examinations from SSC to the degree and honors courses. The syllabi and courses should be so reorganized as to suit the requirements of terminal examinations the results of which should count in declaring the students qualified for a degree. One of the very salutary results of such a method will be that students entering a course and proving themselves unfit for it through the examination records will be able in time to switch over to more suitable courses. The problem of drop-outs will also be largely met this way. Since the examination will be held in the respective educational institutions, the problems of space, invigilation, etc., also will be reduced to the minimum. And, what is more vital, through such a method educational discipline could be restored, and the compulsion enforced by it will make the students devote more of their time to their studies.

40. Examination Results of Technical Education Boards 1967 --- Central Bureau of Education (Karachi) p. 26. 1970.

This is the twelfth publication in the series of Educational Statistics Bulletin providing basic data to educational and manpower planners, educational administrators and research workers. This Bulletin contains statistical information showing the number of candidates who applied for, appeared at, and passed various examinations conducted by the Technical Education Boards in Pakistan.

In all there are 10 tables showing the results of the various examinations held in 1967. Some of the tables present the comparative picture of the results for the year 1965, 1966, and 1967.

41. HAQUE, A. Examination System --- Pakistan Educational Review (Islamabad) 1(1):96-109, 1970.

The subject of examination and evaluation occupies a very important place in any educational system. It is the criterion for ascertaining the standard of attainment of the student. In our country there are two types of examination to evaluate the intellectual attainment, the internal examination and the external examination. These two types are discussed in detail and the merits and demerits of both types of examination are pointed out. The best method of evaluation is the objective test along with some essay type questions. This will solve most of the problems. The writer has explained the method of objective tests and the way of introducing it in the country.

There is also some discussion of other problems such as the employment of unfair means in examinations, the media of answers, training of teachers, and supervision and inspection in examination halls.

42. How to Discourage Unfair Means in Examination --- Pakistan Observer (Dacca) June 24, 1970.

Adoption of unfair means in examinations has become a fashion during the past few years. Many students do not even think that unfair means in examinations are illegal, and take them as a matter of course. To remedy the situation, our examination system needs immediate reorganization:

1) There should be two parts of an examination, objective and essay. In the objective part the questions (a) should have multiple choice (5 choices), (b) should consist of filling up of gaps, and (c) should have matching questions. The time provided for objective items should not be more than 1½ minutes. There should be four or five forms of objective question papers with the same items but with simple changes in the positions and places of items or choices of the answer to the question item. Different forms of the same objective questions should be distributed at random to the different examinees. 2) Half of the examination should be based on essay-type questions. Essay part of the examination should contain a good number of questions requiring very short answers that take not more than 3 or 4 minutes. Copying for so many questions is a very troublesome and time consuming matter. This will defeat the purpose

of copying. 3) There should not be any alternative question items. 4) Students should obtain the minimum pass marks in both the essay and objective parts. 5) The use of books and notes may be allowed in these examinations. 6) Question papers must be prepared very carefully by experts.

43. KAMAL, Ghulam Mustafa. Shikkha-o-Parikkha (Education and Examination) --- Purbadesh (Dacca) June 10, 1970. (B).

The writer examines the problem of unfair practices employed in examinations and its causes and remedies. The agencies that are primarily responsible for this situation are the educational planners, the educational administration, and the teachers. The main causes are: 1) certificate or degree orientated educational system; 2) examination centered curriculum; 3) heavy syllabus; 4) unusually large student-teacher ratio, resulting in the lack of individual and personal care by the teacher; 5) inattention of the guardians and the corrupt, society; 6) opportunism in a section of the teacher community; 7) failure of the teachers and the curriculum to inculcate in the student the respect for social values, integrity of character, etc; 8) the examination system which is susceptible to corruption and malpractice;and, 9) the key-books and printed notes. The writer suggests reformation of the examination sytem, improvement of curriculum, social discouragement and censure of unfair means in examinations, and greater and active care of the wards on the part of parents. The writer favors the retention of selected and good help-books.

44. KHALIL, Ibrahim. Unfair Means in Examinations --- Morning News (Dacca) May 3, 1970.

The adoption of unfair means in examinations is not just an impulsive conduct of the students, but it reflects a habit which grows by stages. It may be an influence of the environment in which the students are reared or it may be due to their general negligence of studies or due to the poor quality of their education. The writer discusses various factors responsible for the growth of this habit and suggests their remedies. Much can be done to check this habit in the classrooms. Instruction in the classroom should be made a meaningful, serious, and pleasant activity for the students.

The teacher should strive to improve the emotional atmosphere in the classrooms and the quality of teaching. He should try

to inculcate a sense of honesty and confidence in students.

Examinations should be fair and honest. The invigilators should be strict and scrupulously honest about their duties and responsibilities.

HEALTH EDUCATION

45. IBRAHIM, Mrs.Shamim. Mental Health Problems of School Children --- Jamia Educational Quarterly (Karachi) 11(2): 58-62. 1970.

The time has come to create an awareness within ourselves that mental health does not automatically accompany physical health. We need to take preventive, curative and positive measures for the preservation and enhancement of mental health. Education and training according to one's capabilities and aptitudes for helping children to become productive citizens is a great factor in mental health for young, for adults as well as for old people. The family, the school and the community need to work cooperatively in the promotion of mental health training of community mental health workers, and research program in Pakistan needs to be initiated.

HIGHER EDUCATION

46. HUSAIN, Mahmud. Cultural Personality --- Jamia Educational Quarterly (Karachi) 11(2): 44-50. 1970.

University education in Pakistan requires a radical transformation to be able to truly reflect the national needs, hopes and aspirations. The three things which cannot be lost sight of in any situation of higher education are: 1) the instruction and cultivation of the young mind and personality, 2) the creation of new knowledge, and 3) application of knowledge for the welfare of society. We have three models to guide us in this process of change, namely, the classical British university, the nineteenth century German university and the American university. Whatever we take from the three models should be refashioned in accordance with our own conditions, and requirements. As

Pakistanis we represent a cultural personality which is unique in itself and different from other nations. Higher education in Pakistan should be directed to preserve our unique cultural personality and to work for its development.

47. KHAN, Ashfaq Ali. College Education --- Pakistan Educational Review (Islamabad) 1(2): 122-135. April, 1970.

The writer discusses the problems of education in general and of college education in particular, identifies the defects in the system of education, and suggests measures for its improvement.

The failings of the system of education in Pakistan have been attributed to the following reasons:

1) Widespread poverty, 2) lack of nationally oriented and nationally-produced books, 3) red-tapism and mal-administration in the departments of education, 4) unattractiveness of the teaching profession which absorbs only the mediocre or the third-grade University products as lecturers, and 5) lack of scope for public discussion and consultation of educational matters. The writer suggests: 1) formation of professional associations such as National Association of Teachers, 2) setting up of a Council of Pakistan Principals to thrash out educational issues and to function as Education Service Selection Board, 3) establishment of a Central and Supervisor Teachers' Service and reservation of highest policy posts for the talented teachers in education, information, public service, Planning Commission, etc., 4) production of nationally orientated textbooks on the basis of a set pattern of syllabus, written by the really educated persons and published on merit, 5) decentralization of educational administration and abolition of red-tapism, and 6) publication in newspapers of discussions in the academic bodies of the Universities and colleges to arouse public interest in educational matters.

48. RAHMAN, Parul. Dacca Bisvabidyalay - Angan Abang Chhatrachhatridera Manasikata (Dacca University Campus and the Mentality of the Student) --- Purbadesh (Dacca) May 13, 1970 (B).

This is a sociological study of the group behavior of the students of Dacca University. The writer divides the

students of the university into five groups: 1) the indisciplined and agressive group, 2) the rebellious group, 3) the believer in the philosophy of sorrow and suffering, 4) the pessimist group, and 5) the self-centered group. The writer highlights the behavior pattern of the groups and shows how they affect the educational pattern and the future life of the students. The so-called hippies, who in Pakistan do not really believe in the philosophy of the hippies and who generally come from the upper strata of the society, constitute the first group. Their only aim is to attract attention and to lead an indisciplined carefree life. The second is the largest group and has considerable influence on the mass of the students. They always seem to be anxious for the good of the society in general and the student community in particular. Mentally they are straight forward and believe in simple living. The last three groups comprise a fair minority of students. They are often bright in their studies. Some of the best students are available in these groups.

49. RAHMAN, Parul. Chhatra Shikkhak Samparka-o-Dacca Bisvabidyalaya (Student Teacher Relation and the Dacca University) --- Purbadesh (Dacca) June 24, 1970 (B).

Student-teacher relationship in the University of Dacca has deteriorated appreciably. The writer analyzes the situation and discusses the salient causes. Following are the highlights of his findings: 1) Increase in the number of students and in the student-teacher ratio which makes it impossible for teachers and students to come closer to each other; 2) hesitation on the part of students to come in close contact with the teachers, firstly because of the limited opportunities of acquaintance and familiarity and secondly because of the authoritarian attitude of certain teachers; 3) partial and limited mixing of teachers and students at picnics and in educational tours and cultural activities; 4) limited number of practical and tutorial classes and lack of interest in students and teachers for the departmental seminar activities; 5) partiality of the teachers toward their favorite students, toward the students who are their relations, and toward the sons of aristocratic families; and 6) the attraction of students and teachers to politics and different political ideals or "isms."

HISTORY OF EDUCATION

50. BERAILVI, Syed Mustafa Ali. Karachi Aur Sind Ki Ta'aleemi Pasti Tareekh Kay Aine Mein (Educational Backwardness of Karachi and Sind in the Light of History) --- Al-Ilm (Karachi) 19(1): 63-78, 1970 (U).

It was in the beginning of the twentieth century that the upper class of Muslims in Sind realized the importance of education. They were, however, hesitant to send their children for education to distant places. The general apathy to education was actually the demonstration of resentment against the British. The British government on its part supported only official institutions which readily came out to support the government policy. The Muslims wanted the type of education that conformed to their own cultural heritage, But this was absent in the region for a long time.

Only few Muslims received higher education. Since independence the pace of progress has quickened considerably. Statistical information has been provided up to 1966-67.

LANGUAGE, TEACHING OF

51. HUQ, Ahsanul. Pakistane Engreji Shikkhar Bhabishhat (The Future of English Education in Pakistan) --- Dainik Pakistan (Dacca) June 28, 1970 (B).

The teaching in schools, colleges and universities through English medium should be immediately stopped. Twenty-three years have passed since the achievement of Independence, and we still cling to a foreign language. The decision to change the official language from English to National languages by 1975 should be implemented as scheduled. The majority of people are in favor of Bengali in East Pakistan and Urdu in West Pakistan. Some of the schools have already started teaching in Bengali. It is hoped that the rest of the schools will follow soon. Though the speed is slow, yet the step is commendable. The change-over from English to Bengali in East Pakistan should be expedited.

52. SIDDIQUI, B.M. Language Study --- Comtemporary Affairs (Rawalpindi) 2(5): 130-137. Spring, 1970.

Language has been described as the immediate gift of God. It distinguishes man from animals and is used to convey connected, coherent thought by means of words. The writer holds that the spoken language is as important as the written language and cites the example of great men who by their masterly command of language and art of speech turned the tide of history. He pleads for a more scientific teaching of languages and greater stress on the spoken word and intonation. to convey the right meaning and create the right impression.

The writer criticizes the traditional translation method of language teaching, since it kills the initiative and interest in the students and makes for dull lifeless lessons. The use of audio visual materials in language teaching will prove very helpful in this respect. He also urges the need for the establishment of an Institute of foreign languages in order to have our problems better understood and to project our point of view effectively abroad.

LIBRARIES

53. CHOWDHURY, Shafiqur Rahman. School Libraries in East Pakistan --- The Eastern Librarian (Dacca) IV (1): 43-50. September, 1969.

The writer analyses the findings of a sample survey of libraries in schools in East Pakistan. The survey was conducted by the East Pakistan Education Extension Center to find out the present school library position in East Pakistan. The survey consists of three category of schools, pilot, developmental, and non-developmental schools. It shows that better or privileged schools have some sort of library services in them; the average schools are trying to provide library services; and the poor schools are anxious to provide library services and are waiting for opportunities to come. The writer attributes the present low standard of education partly to the absence of well-organized library service which can supplement teaching in class, enrich the curriculum, and form reading habits in the students.

The writer advocates development of school libraries and suggests: 1) better understanding by the Education Department and Directorate of the need of libraries, 2) creation of a post of Deputy Director Libraries in the Education Directorate, 3) better use of library funds specifically for the library in the non-Government schools, 4) preparation of a standard catalog of books suitable for school libraries, 5) fixation of a library period in the routine of the school program, 6) appointment of a whole-time or part-time librarian in each school depending on its resources, and 7) provision of insurance training for the school librarians.

54. FAROOQI, Fazlullah. Library Service --- Dawn (Karachi) June 21, 1970.

The process of education starts with the development of reading habit. But reading habit cannot develop if there are no reading materials easily available to all sections of the population. A net work of public libraries in the country can bring books within the reach of common man. This should be the foremost object of the educational planners of the country. Without such a system no educational plan will succeed in making the masses literate or educated.

The government should realize the problems of our education, the foremost among which is the neglected library services in the country. A Library Commission should be immediately constituted to study the extent of the existing library facilities and make recommendations for the establishment and development of an efficient net-work of libraries in the country.

55. ISLAM, Anwarul. Libraries and Scientific Research --- Pakistan Observer (Dacca) June 21, 1970.

The role of libraries in scientific research is very important. A librarian's work begins after a research project is completed and the result is obtained. His job is to bring out theinformation from the laboratory in the form of a technical report for the benefit of other researches. The writer suggests the setting up of two National Science Libraries, one for each wing of the country, with full automation necessary to run a modern science library, and

the provision of manpower training facilities necessary to run such a big automated library and other special libraries attached to research organizations.

For the training of technical personnel there are at present three Universities in Pakistan offering post-graduate degrees in Library Science. The Universities cannot achieve high standard in training as they cannot provide modern facilities for the practical training of the students. To surmount this difficulty scholarships in greater number should be made available to the libraries so that they can go abroad and learn modern techniques employed to run a modern research library and an information center.

56. KABIR, A.F.M. Fazle. Library Education in Pakistan --- The Eastern Librarian (Dacca) IV(1):1-9 September, 1969.

This is a short history of education in Librarianship in East Pakistan. The writer draws a picture which brings out the history of the gradual development of library education of the whole country. The history of library education can be traced back practically to 1952 when the Karachi Library Association started a certificate course.

Library education in Pakistan developed in three gradual phases: Certificate courses, diploma courses and Master degree courses. East Pakistan had its certificate course in 1958 which was sponsored by the East Pakistan Library Association. Details of syllabus, course contents, etc., are given. Certificate courses were also introduced in Lahore by the West Pakistan Library Association in 1962.

In the second phase post graduate diploma courses of one year's duration were started in the Universities of Karachi (1956), Dacca (1959) Punjab (1959) Sind 1967) and Peshawar, 1962. The major subjects covered in the courses of the different universities have been shown.

The third phase is the start of the Master degree courses in Library Science in the University of Dacca and Karachi in 1962. The syllabus and course contents of both Dacca and Karachi have been elaborated.

57. KHAN, M.S. University Librarianship Today and Tomorrow --- The Eastern Librarian (Dacca) IV (1): 22-27, September, 1969.

The writer, himself a University Librarian, discusses the

present-day problems of the University Library, especially in respect of the policy of building up its collection. He analyses such factors as the financial implications including the need for more and more qualified staff, more space, ever-mounting costs and volume of book production, and the use of books.

The water-tight division of the main subject-fields and the ideal of all-out comprehensiveness are today undesirable and also impracticable. The University library today must cater under one roof to the need of the general reader. As for the highly specialized books which mainly serve the specialists whose number in any general University is small, a highly and exceptionally strong reference and bibliography collection should be established to guide and assist them.

In this respect the ultimate aim of the University Librarian and his staff should be to direct the advanced readers to the specialized collection of books and materials, which have grown with the growth of specialization, in the special and research libraries attached to learned or scientific institutions and societies. It, therefore, envisages a system of close cooperation with different kinds of libraries in and outside the country and also centralization in respect of cataloging of books.

58. MAJID, A.F. Fazlul. College Libraries in East Pakistan --- The Eastern Librarian (Dacca) IV(1): 29-33. September, 1969.

The article (1) defines the functions a college library is expected to perform and the conditions necessary for an effective performance of these functions,(2) discusses how far these conditions are fulfilled by the existing college libraries in Pakistan, and (3) surveys the progress made since Independence. The college library seeks to supplement teaching in the class, to enrich curriculum, and to inculcate reading habits; but the availability of physical facilities, a balanced growth in collection, and sufficient staff are the pre-requisites for the making of a good college library.

The conditions in this respect in Pakistan are far from satisfactory. The stock, physical facilities, organization, and staff, are all inadequate. In spite of the handicaps there is a visible trend of development in the field, especially after 1955 when the East Pakistan Library Association was formed. As a result of the efforts of the Association,

the Government of East Pakistan has realized the necessity of libraries and has come out with a proposal made by the Educational Director to improve the college libraries.

59. SIDDIQ, Mohammad. Library Education in East Pakistan --- Morning News (Dacca) May 10, 1970.

The writer discusses the status of library education in East Pakistan and points out the difficulties in the development of library education. In library education three programs of studies are available for the students, namely; the Certificate Course conducted by the East Pakistan Library Association, and the Diploma and the Master's programs at the University level. The Certificate Course is suffering under financial difficulties, and at the University level library science students do not get necessary facilities. The writer makes a number of suggestions for the promotion of library education in the province. The following are the important recommendations:

(1) Qualified and experienced East Pakistan librarians should be recruited to central services.
(2) Class I and Class II status should be given to M.A. and Diploma Holders with sufficient experience.
(3) Security of services and promotion should be given to qualified librarians.
(4) A Directorate of Libraries for East Pakistan should be established for promoting libraries and library services in this part of the country.

LITERACY

60. ALI, Md.Azhar. Banish Illiteracy --- Pakistan Observer (Dacca) May 6, 1970.

The present system of education prepares students for white-collar jobs in offices and offers little help to the village population which constitutes about 85 per cent of our total manpower. The need for planned and cooperative effort for the solution of day-to-day problems of village life in a democratic way is imperative. Hence the need for adult education in the villages. But a villager learns only when he sees a reason for it. What village people need is

functional literacy because "Literacy is an indispensable aid in the accelaration of social change which is characteristic of our age and economic development with its stress on increasing productivity." Adult education is no less urgent in the cities. The developing industries need workers who are able to learn new skills quickly. The people themselves need basic education to enable them to find employment and to be more productive. The purpose of adult education for East Pakistn may be summed up as follows:

1) To educate the urban and rural com..unity for better living.
2) To educate the illiterate village adults in the ideas of extension education and community development and skilled in improved techniques of agriculture, animal husbandry and cottage industries.
3) To eradicate illiteracy from cities and villages through formal literacy education so that people become efficient in their jobs and participate intelligently in the civic life of the community and the country.
4) To foster cultural and recreational activities and help in their preservation and refinement, and to provide opportunities for continuing education to prevent a lapse into illiteracy.

61. ISLAM, Mominul. Palli Anchale Shikha Samprasaraner Kaj Tarannita Kara Hawk (Let there be Spread of Education in the Villages) --- Purbadash (Dacca) May 13, 1970. (B).

Although 90% of the people of Pakistan live and work in villages, educational facilities remain localized in the cities to the exclusion of the vast majority of the rural population. It is the bad management of finances, and not lack of finances that is responsible for this state of affairs. The writer criticizes the adoption of two different educational systems, one for the villages and one for the cities. Instead of constructing palatial buildings for schools in the cities, the money can be used to construct low-cost buildings throughout the country. The writer recommends the allocation of substantial resources to the education section, especially for the villages, and advises equitable distribution of educational facilities among all the citizens of the country.

62. MILLAT, Badrul. Educational Literacy --- Pakistan Observer (Dacca) June 23, 1970.

In order to make the adult a worthy member of the society

and to raise the standard of life of the community, programs of functional literacy and not of mere literacy should be planned. Functional literacy will create an educated mind ready to solve various problems of day-to-day-life.

For the implementation of functional literacy programs several teachers' training centers should be established. Various extension courses based on the needs of the locality should be developed. Specially trained teachers attached to the centers should give home demonstration services. We must not forget the necessity of fundamental education along with functional education. Every mosque, every primary and secondary school, and every Maktab and Madrassah should serve as the classroom for the fundamental or literacy education.

PHILOSOPHY OF EDUCATION

63. AHMED, Ziauddin. Ibne Khaldoon ka Nazaryie Ta'aleem (The Educational Ideas of Ibn Khaldun) --- Fikro Khyial (Karachi) 8(4,5): 5-12, 1970 (U).

In his famous Muqqaddima, Ibn Khaldum, the great philosopher has mainly dealt with the philosophy of history, and while doing so, he has propounded his ideas on education in the sixth chapter of his book.

He holds that education is a material need inasmuch as it gives professional knowledge which brings success to a man in his worldly life.

The writer discusses in detail the educational ideas of Ibn Khaldun, especially about the method of education. It is surprising that the method advocated by Ibn Khaldun are far ahead of his time. He is opposed to corporal punishment in the process of teaching. He advocates physical training, and outing and travel form part of the curricula in his system of education.

64. RIAZ, Mohammed. France ka aik Hamdard Mahir-e-Ta'aleem, Emile Koh (Emile Koh - a Kind Hearted Educator of France) --- Fikro Khyial (Karachi) 8(4,5): 13-16, 1970 (U).

Emile Koh, the French man of medicine, was also an educationist. His valuable ideas on the subject of child

education are based on his practical experiences. He did not write any book on education, but his various writings on education have been compiled by his deciples in the shape of a book.

For Emile Koh the process of child education begins when he is still in the womb of his mother. Parents play the main role in the education of the child.

The personality of the child is the center of education according to Emile Koh. Scolding the child does no good to him. It is the encouragement which creates interest in the mind of the child. Education should not be a burden to the child. He should take it as an interesting experience. Education should enable the child to think and work. Education should produce in him a sense of achievement and also teach him to obey the elders and help others.

65. RIAZ, Mohammed. Abu Ali Ibne Sina Kay Ta'aleemi Nazaryiaat (The Educational Ideas of Avicenna) --- Fikro Khyial (Karachi) 8(3): 5-7 and 37, 1970 (U).

Avicenna, the greatest philosopher of all times, wrote on many subjects, and the number of the books he wrote comes to about four hundred. He is chiefly known as a philosopher and an expert on medicine; but he is a versatile genius and an authority in many disciplines including education. The present article discusses Avicenna's contribution in the field of education. His two books, 'Risalatul Akhlaq' and 'Kitabul Siyasat', throw light on his educational philosophy.

Avicenna holds that the prime responsibility of training the child before he goes to school rests on his parents. When the child enters the school, the teacher becomes a co-sharer of this responsibility with the parents. Avicenna is against physical punishment to children, because such punishment begets mistrust in the mind of child. He advocates different types of education for different children according to their individual aptitudes and tastes. Avicenna greatly favors female education because of the immense influence a mother exercises on her child and on its upbringing and training.

PROFESSIONAL EDUCATION

66. ABBAS, B.A. Training of Top-Administrators; A Suggestive Outline --- NIPA Journal (Karachi) VIII (4): 131-136, 1969.

The writer supports the policy that no officer shall be promoted to the higher level unless he has done a course of training at an appropriate training institute. In addition to the above policy, the article suggests intensive, rigorous, and concentrated courses of training for the people before they go to occupy the topmost position of Secretaries in the hierarchy of the government. The training should be provided by the Administrative Staff College in cooperation with the government. The writer outlines the scope of training and chalks out the program. The highlights of the program are: i) The decision for the promotion of an officer as secretary should be taken well in advance so as to give him ample time to complete a course of training. ii) On information and request from the government, the Staff College should arrange a course of t training for such officers after framing a group of top-level trainees comprising the secretaries, High Court Judges, top-level officers from the armed forces, seminar diplomates, police officers, educators, top-level business executives, etc. iii) The total duration of the course should be 14 to 16 weeks, of which 4 to 6 weeks should be spent in residential training, and the remaining period should be spent in visits to different places in East and West Pakistan including district headquarters, corporations, Ministries/Departments of the Central and Provincial Governments, etc. iv) The emphasis in training should be on a system of syndicate discussions for finding out problems and their solutions.

67. ALI, Md. Sadat. Guidance Service in Business Education --- Morning News (Dacca) May 6, 1970.

Guidance services are essential for making school education meaningful . A country with limited resources, like Pakistan, cannot afford to misuse its resources. To avoid wastage of educational facilities and to derive maximum benefit from them the educational institutions should maintain guidance services, which in their term require a number of qualified persons. Our educational Institutions can hardly afford to have the services of such specialists, and this is probably one of the major causes of the high

percentage of failures and low standard of achievement of students in the country particularly in professional and technical fields. Unitl schools are provided with experts in guidance, the teachers concerned should try to provide guidance services to students. The commerce teacher is in a good position to provide guidance service to students. The writer discusses different ways in which commerce teachers can render guidance services to the students.

68. ALI, Md. Sadat. Modernize Business Education Curricula --- Pakistan Observer (Dacca) June 17, 1970.

Principles such as (i) objectives of business education, (ii) comprehensive survey of job opportunities, (iii) job analysis and job requirements, (iv) information from employment exchange, and (v) newspaper advertisement analysis should be used as bases in modernizing the existing commerce curricula.

The commerce curricula should be prepared to help students satisfy employment needs. In order to modernize the curricula teachers, students, businessmen, representative officers of employment exchanges, business curriculum specialists, administrative and supervisory leadership in initiation and operation of the curriculum, experts in business education, experts in liberal arts education, and personnel managers of business organizations should work together. The information that can be obtained through follow-up studies of former students is essential for modernizing the curricula. Former student may be asked questions pertaining to the curriculum about: 1) the business courses offered at the educational institutions, 2) the courses required in employment but not offered by the educational institutions, and 3) the courses offered without their use in employment.

69. ALI, Md. Sadat. Streamline Commerce Education --- Pakistan Observer (Dacca) June 3, 1970.

The importance of highly qualified persons in commerce in a developing country like Pakistan need hardly be emphasized. With the gradual economic and industrial development of the country, the importance of commerce education has increased tremendously. Following points need to be kept in view while planning a program of commerce education:

Commerce curricula should be based on the needs of the student and the country. The tradional method followed in teaching is the lecture method. Teaching methods involving case analysis, problem solving, and decision making should be applied in artificial as well as in actual business situations. An executive should have some idea about research work. This would enable students to exercise individual choice and judgement in the selection and presentation of relevant facts and in drawing conclusions from there. Commerce students should be aware of the practical problems which confront business executives and leaders in the discharge of their duties. Internships should have as their major purpose the development of professional competence by providing occupational experience.

70. RAHIM, Afzalur. Demand for Commerce Faculty --- Dawn (Karachi) April 6, 1970.

There is a persistent demand for the establishment of commerce faculties in the universities of East Pakistan. The creation of commerce faculties is ncessary to achieve the principal objects for which the study of commerce or business is undertaken. However, the creation of commerce faculties itself will not solve the real problems of commerce education. These problems relate to the system of examination, commerce curricula, teaching methods employed, qualifications of commerce teachers, and shortage of textbooks for commerce.

These problems are briefly explained and it is pointed out that these problems must be effectively solved to make the study of commerce fruitful.

SCIENCE EDUCATION

71. AHMAD, Masood. Science Education in Pakistan: A Teaching Surgeon's Angle -- Jamia Educational Quarterly (Karachi) 10(1): 1-8. 1970.

The writer discusses the status of science education with special reference to medical education in Pakistan, and highlights the problems in this educational area. A very important problem relating to higher science education is the question of medium of instruction. The question

should be resolved in accordance with the largest measure of agreement among those concerned and competent. Another question is that of the status of teacher and educator as a professional class. The answer to this question should come both from the community and the teachers themselves. The most important problem of science education is the stimulation for research work. Research needs not only more staff, but more devoted staff, their devotion assured by pay and amenities, and by conditions of service. Research also needs a system of consultation, collaboration and control. The writer also discusses the problems of scientists as human beings, i.e. retirement, academic freedom, foreign scholarships, sabbatical leave, etc.

72. Biggan Shikkha-o-Gabeshna (Teaching of Science and Research) --- Ittefaq (Dacca) May 26, 1970 (B).

This editorial comment is critical of the inadequate provisions for scientific and technological education. During 1967-68, Pakistan spent 1281 million rupees on science and research but for East Pakistan the share in this expenditure was negligible. It received only 235 million rupees during this period. This is an age of science and technology, and no nation can do without scientific and technological development. Both developed and developing countries are diverting sizable amounts of their resources to scientific and technological education. It is regretable that we in Pakistan have not been able to give adequate attention to science and technology. It is imperative that more money is spent on scientific and technological education, and that the allocations made for this purpose are distributed equally and utilized properly in both the wings.

73. CHOWDHURY, M.M.R. Science Policy and Research --- Dawn (Karachi) March 31, and April 2, 4 and 5, 1970.

The formulation of a policy of scientific research is very important. It is also quite complicated because it involves the consideration of the historical development of a country, its present position and status as regards the available natural and human resources, and the inter-relationship of the various component regions. For these reasons each country has tried to solve the problems in its own way and has formulated a policy according to its needs and requirements in the light of its special conditions.

With these preliminary observations the writer discusses in detail various problems of scientific research, surveys the present potential, and suggests the ways in which research can and should be undertaken. It is concluded that the foremost considerations in the formulation of any science policy should be the advancement of national interests economic development, and social justice.

74. QADRI, Abdal Hussain. Applied Biological Research --- Dawn (Karachi) May 2, 1970.

Agricultural and applied biological research needs special emphasis in our country, as 80% of our population is engaged in agriculture. The only way of increasing the production of foodgrains is to conduct researches in the different sectors of agriculture and to devise efficient means of preserving and storing agricultural produce.

Agriculture in the modern sense is not restricted to the cultivation of cereals, vegetables or fruit crops. It extends far beyond these activities and encompasses animal husbandry, agronomy, horticulture, forestry, etc. It calls to its aid a number of basic sciences like gentics, biochemistry, radiation biology, ecology, plant pathology, zoology, botany, etc.

Most of the backward nations of the world today find it hard to develop rapidly their industrial resources because of the recurrent short falls in their food production. The trouble in our country is that many people still do not realize that agricultural production can be increased only by scientific and technological means.

The writer being an entomologist points out how much research is required in this field and what can be done to promote such research.

75. USMANI, I.H. Planning for Scientific Research in Pakistan --- Dawn (Karachi) April 11, 15 and 25, 1970.

During the last 25 years no other sector of human activity in the world has developed with such remarkable speed as that of science and technology. New thoughts and new theories, new products and new processes have completely

revolutionized the thinking of man. Today the economic development of any country depends on its progress in the field of science. In fact the percentage of Gross National Product of a country allocated to science and technology is an index of the prosperity and advancement of that country. There is a direct relationship between the expenditure on scientific research and development on one side and national income on the other side.

In the strategy of all economic planning in Pakistan, it is imperative to give scientific research and development their rightful place. For a country like Pakistan with limited resources, it is essential to have a science policy with clearly defined objectives.

The aims and objectives of science policy and the ways of achieving the desired goals have been discussed in the article. A survey of the existing facilities in the field of science has also been made and in the light of this study various suggestions have been put forward.

SOCIOLOGY

76. ALI, Md. Azhar. Socio-Cultural Crisis in Our Education --- Morning News (Dacca) May 10, 1970.

The impact of Western culture and civilisation has not only affected our intellectual outfits and mental attitudes but also exerted profound influence on our dress, furniture, food, and other ways of living. As a result our elite have developed certain characteristics that make them unfit to lead the nation in its cultural regeneration. The pattern of 'English Education' in this country was set at a time when education had a narrow intellectual concept; and this concept has, since the 19th century, been equated with more intellectual learning, lacking all relevance and immediacy to our traditional life and culture. With the growth of the economic development and the growth of industrialization and with the re-awakening of political consciousness among the masses 'English Education' was thrown open to almost all classes of people. The new system of education drew the people from the village to the town and there appeared a distinct cleavage between the rural folk and the townsmen. If the culture of the individual is dependent upon

the culture of a group and the culture of a group, in its turn, is dependent upon the culture of the whole society to which that group belongs, then no cultural regeneration is possible so long as these social and intellectual gaps exist between the different classes of the population. No real revolutionary thought is likely to come from our University men unless the present system of education is radically changed.

77. ALISJAHBANA, S. Rakdir, The Task of Education in the Light of the Crisis of Modern Society and Culture --- Pakistan Education Review (Islamabad) 1(2): 62-87, April, 1970.

The world is passing through a social and cultural crisis. The writer makes an extensive analysis of the present social and cultural situation and attributes the prevailing unrest to negativism, cynicism and directionlessness of the contemporary progressive society and culture. The institutionalized educational system is equipped to grasp and master the multitudes of conflicting facts, occurances and tendencies of a fast-moving society. The traditional concept of education as a means of transmission of values, skills, institutions, and ways of life cannot be utilized now for the reason that the bases of social and cultural values and norms of our progressive society and culture, are not traceable in the past or in the present but in a future to be created by the educational system itself. Education in the present situation should, therefore, be considered as the most important factor in the socialization or enculturalization of society and culture. A supernational political structure expressing the unity of society and culture in our country can efficiently solve the manifold problems of our time, and it is here that education can serve to inculcate in the people the broader attitudes and concepts of science, economics, religion, arts, politics, social organization. The new and the most important role of education is to sharpen the judgement and increase the knowledge of and strengthen the feeling of responsibility in the young generation.

78. HUQ, Abu Obaidul. Drop-Outs Create Vast Army of Unemployed --- Pakistan Observer (Dacca) May 13, 1970.

A major cause of drop-outs is the failure of the system of annual and public examinations. Failure of students in examinations is not a new problem. But the growing number

of failures in various annual and public examinations is indeed a matter of great concern and debate today. Because of lack of finance, our education department cannot provide adequate facilities, such as teachers, instructional materials, library, laboratory, audio-visual materials, etc. Lack of counselling and guidance services for helping students in their choice of proper and suitable careers and appropriate courses of studies may also be considered as one of the factors causing the problem of drop-out from the schools. Choice of career by our students is more or less impulsive. For this reason many students lacking proper attitutdes and suitability for particular subjects to take up study programs and fail in the examinations. This directly leads to drop-outs from the schools. Want of money to pay for school charges, books, and other necessary expenses is another reason for the drop-out problem. Lack of suitable transportation and conveyance creates difficult problems for the students. Establishment and location of the school should always be made on the population. Uneven Distribution and unsuitable location of schools create conveyance and transportation problems for the students.

79. RAHMAN, Hamidur. Shikkhajiban-o-Samajik Osthirata (Educational Life and Social Unrest) --- Purbadesh (Dacca) June 24, 1970 (B).

The unrest and uncertainity in the educational life of the country are a reflection of its social setup and conditions. The writer thinks that until there is stability in the social system there cannot be stability in the educational life. The educational system of a country is not isolated from its social framework. Our society reflects itself in the educational system. The writer tries to identify the main educational problems: 1) political and economic disparity between classes of people and the different regions of the country, 2) the endeavors of the 90% of people to better their life by educating their children ending in failure which, in its turn, creates bitterness and dishonesty in the people, 3) increasing exploitation of the students by political leaders to advance their political interests, and 4) the preaching of different political 'isms' to the young students, which only serves to create confusion in their minds.

SPECIAL EDUCATION

80. BALY, Nurunnahar. Bikalangader Janya Shikkha (Education for Physically Disabled Persons) --- Purbadesh (Dacca) April 7, 1970 (B).

The writer discusses the educational facilities available to the disabled in Britian and compares them with the facilities available in our country. Education is open to all and everybody, including the disabled, has a right to education in that country. The writer traces the genesis of educational facilities for the disabled in Britain to the Act of Parliament that was passed in 1944. At present there are 882 schools for them. Education for the disabled in these schools is compulsory up to the age of 16 and 50% of such students go in for higher education. The writer invites the attention of the people of our country to this aspect of education which owes its development in Britain not only to the efforts of the Government but also to the active participation of the philanthropists there. The Government and the philanthropists of Pakistan should join to provide facilities of education to the disabled in this country.

81. ROY, Lalit M.S. Can We Afford Computer in Education Field? --- Pakistan Observer (Dacca) April 15, 1970.

If there is a switch-over to the objective-type test from the present practice of examination or if a combination of essay-type and objective-type tests is introduced, a little change in the policy would soon bring the computer into the picture. For example, if the internal examination system is based only on essay-type or a combination of essay- and objective type tests, and the external examination is based on entirely objective tests, then a little work on the computer will save about 75 per cent of the time currently taken for the publication of the results. The computer will not only do the work quickly but also keep a consistent record of each individual and institution in as many ways as desired.

Another important field for the utilization of the computer is educational planning. For guiding future educational trends we have to consider the future educational resources and requirements in good time. Educational projections for

enrolments, teachers, physical facilities, costs etc. can be made well in advance with the help of a computer. Comparative analysis of different policy implications can also be studied on computer.

STUDENTS' PROBLEMS

82. AKHTAR, Babul. Rajniti-o-Purba Banglara Chhatra Samaja (Politics and the Student Community of East Bengal) --- Purbadesh (Dacca) June 17, 1970. (B).

The writer discusses the phenomenon of student politics, focussing attention on the student community of East Pakistan; their participation in the socio-political activities of the country; their efforts to gain the co-operation of the people; and their eventual successes starting from the language movement to the 1969 mass upheaval. The writer favors students' participation in politics, which forms part of the over-all national politics of the country. Although student politics revolves round the demands and aspirations of the student community, as can be seen in the manifestos of the different organisations, still, it is closely connected and interlinked with the national problems and aspirations. The writer respects the students' participation in politics to the extent that they do not indulge in 'over-politics' and become tools in the hands of political leaders. The participation of students in village politics, group rivalries, and violence have been denounced.

83. Chhatra Samaj-o-Shikkha Paristhiti (Student Community and the Educational Atmosphere) --- Purbadesh (Dacca) May 12, 1970 (B).

The editorial discusses the educational atmosphere in East Pakistan and expresses concern at the increasing participation of the students in party politics and their possible participation in the **terrorist** type of activities. It warns the student community about the consequences of these activities and advises them not to take active part in party politics. The main argument against such participation is that it divides the students into different parties

and inhibits the growth of national leadership. The main conern of the student community should be to keep the educational atmosphere clean and to devote themselves to their studies, so that educated leaders of national status may emerge in future.

84. Chhatra Samaj-o-Shikkha Paristhiti (Student Community and the Educational Atmosphere) --- Purbadesh (Dacca) May 11, 1970 (B).

This is an editorial comment on the deplorable atmosphere in the educational institutions of East Pakistan, where the students have started taking active part in party politics. The article supports students' united movement in the wider interests of the nation and the improvement of their educational facilities. But the present trend of participation in active politics by the student community carries disastrous results for the nation. This trend will result in the wastage of valuable educational year and the money of the guardians of students, and will, above all, lower the national educational standards. The article appeals to the student community to refrain from active politics and to learn a lesson from the student movements in the Western countries and also from Japan in Asia.

85. HUQUE, Abu Obaidul. Problems of the Student Community --- Pakistan Observer (Dacca) June 30, 1970.

The writer discusses the problems which adversely affect the academic life of students and contribute to student unrest. Our social strata are heterogeneous. There are different types of communities such as urban, tribal and rural, and different social classes in the country. Students from various social classes have different social and economic background and present different psychological attitudes and problems. When these various types of students meet together in an educational institution they generally find it difficult to adjust themselves in such company.

The unemployment problem has considerably aggravated the student unrest. The future of the students studying in the educational institutions is quite uncertain and insecure. The unemployment problem is largely the result of [illegible] inefficient educational planning. Unless the functional objectives of education are adequately outlined and implemented, the student unrest cannot be checked.

86. JAHANGIR, Mohammad. Shikkhartider Oitichho Ashadhuta Noai (There is No Traditional Dishonesty Among Students) --- Dainik Pakistan (Dacca) June 21, 1970 (B).

Majority of students do not indulge in unfair means. There is a small class of students, who brazenly cheat in the examination halls and even threaten the proctors. These students take recourse to cheating because they are sure that they will not pass the examination. It is, therefore, suggested that instead of taking stringent measures against them we should try to change their habits. Teachers have a fair idea of the students who do not show interest in studies. The teachers should give them extra attention. We should have more teachers willing to give their best and capable of taking special care of those who are deficient in intelligence and progress.

87. RAHMAN, M. Anisur. Samaj Gathanmulak Kajey Chhatra Samaj (The Role of the Student Community in Building the Society) --- Purbadesh (Dacca) June 17, 1970 (B).

In a developing country like Pakistan the student community can play a vital role in building a sound society. The writer criticizes the apathy among the students and in those who are at the helm of affairs in educational social and political fields of the country. The writer identifies the areas and time where and when the students can help in building a healthy society. Almost for 6 months of the year the educational institutions remain closed. During this period the students can help the illiterate people in the countryside and villages by actively participating in the agricultural activities, adult education, and public health. The writer suggests provision of different kinds of incentives to students for social work during vacation. The Government, the educational institutions, and also the philanthropists in the country should come forward to provide some incentive and encouragement to the students in this direction.

TEACHERS EDUCATION

88. AHMADULLAH, A.K.M. Shikkhoker Shamajik Marjada (The Social Prestige of a Teacher) --- Dainik Pakistan (Dacca) April 13, 1970 (B).

It is unfortunate that the teacher commands no social

prestige these days. He is treated as a servant and has no say in any matter. The administration of educational institutions has to be revolutionized in order to restore to him the position of importance he deserves. At the moment bureaucratic spirit reigns supreme in almost all educational institutions. The first thing needed to restore teacher's dignity is to free the institutions from bureaucratic controls. Secondly, the promotion of a teacher to higher positions should come as a matter of routine. Thirdly, in all the organizations which are purely educational, the bureaucrats should be replaced by teachers. The teachers fully understand the educational problems and are better qualified to deal with them than those who are not directly connected with education. Lastly, the salary of a teacher is generally lower than those of other government servants in comparable ranks. The pay-scales as well as the status of the teachers should be raised so that they may not feel that teaching is a neglected and sorry trade.

89. AZEEM, Mohammad. Ma'ashrey Ka Me'maar Ustaad Bey Itmenani Aur Mausi Ka Shikaar Hai (The Architect of the Society is the Prey of Discontentment and Pessimism) --- Jang (Karachi) April 4, 1970 (U).

The architect of the society, namely, the teacher is the victim of despair and discontent. The teaching profession has become such a thankless job that only the third-rate stuff tries to go in for it. Economically, a teacher is always a poor man. He is considered a social worker working on an honorary basis. It may look strange, but it is a fact that a teacher of a primary school gets a pay lesser than that of an office clerk. With this meager pay, he is supposed to carry the onerous burden of building a nation. Our future generations are trained by these poor teachers.

The positions of a high school teacher and of a college lecturer are no better. In their case frustration is deeper than that of a primary school teacher because of the former's higher educational qualifications. It is indeed ironical that with the pay and allowance of a peon or a clerk, a teacher is expected to present himself as an example to the rising generation both in behavior and performance. Even this meager pay is not available regularly in private institutions, and at times it is doled out as charity. In private institutions a teacher is paid only after the realization of the tuition fee from students.

90. HUQUE, Abu Obaidul. Raise the Standard of Teaching Profession --- Pakistan Observer (Dacca) May 27, 1970.

The most important function of a teacher is to place his students in challenging situations in which they can learn effectively. The teacher should keep himself in readiness to provide his students with wise encouragement and stimulation. In addition to knowing the subject-matter, he must be well-acquainted with his students - their needs, their strength and limitations, and how the academic program can help them in learning. Science teachers should remember that teaching a science subject is quite different from teaching other subjects. It should be kept in mind that without demonstration a science class is lifeless. Many potential young scientists have been discouraged by poor science teachers in the classrooms. In order to use his period in a fruitful way, the teacher before going to the class, should prepare his 'lesson' for the class.

91. RAHMAN, Hamida. Shikkhar Maan-o-Shikkhakar Marjada (The Dignity in Teaching Profession and the Respect for the Teacher) --- Dainik Pakistan (Dacca) June 14, 1970 (B).

The profession of teaching has lost its dignity, and students have forgotten to show respect to their teachers. This is in direct contrast with the traditional attitude in Pakistani Society which held teachers in high esteem. This change is mainly attributable to the traditional nature of our society and the increasing interest in material gains. Parents are also responsible for this change of attitude in their children. Their upbringing and the home atmosphere militates against the education and training the students receive in schools. The writer suggests that: 1) parents should feel responsible for their children, 2) they should teach children to respect their teachers, and 3) they should devote more time and attention to their children's upbringing. The teachers should also try to maintain their dignity and set a good example for students.

92. RAHMAN, Hamida. Shikkaker Marjada (The Dignity of Teachers) --- Dainik Pakistan (Dacca) June 20, 1970 (B).

The disrespect shown to teachers by the students is mainly due to their low economic status. Since social status in our society depends on economic well-being, teachers can

hardly carry any respect with their students. Their poverty forces them to find other part-time employments. The overall impact of such a state of affairs on education is extremely adverse. This has not only lowered the standard of education, but also has created unrest and tension among students. So long as the economic conditions of teachers are not improved, the prevailing situation in education will continue to deteriorate. The salary of the teachers should be raised without delay.

93. SHARAFUDDIN, A.M. Perspective in Teacher Education --- Pakistan Educational Review (Islamabad)1(2): 42-61, April,1970.

The status of teacher education, though termed by both the First and the Third Five-Year Plans of Pakistan as of highest priority, is far from satisfactory. Substantial increase in teacher education facilities has taken place during the last few years, still it remains far behind the desirable goals set forth for the National Perspective Plan period. The situation in West Pakistan, as shown by statistics, is somewhat better than that in East Pakistan. This is because of the difference in the sizes of education budgets of the two wings. The remedy lies in the substantial increase of investment in teacher education, particularly in East Pakistan. This is necessary for the achievement of the goals of universal primary education up to Class V by 1980 and up to Class VIII by 1985. The writer makes an assessment of the actual requirements of teachers for the period.

Another problem is the imbalance in the teacher education programs which have not yet been geared to the needs of the diversified curricula in the schools. Diversification of curricula of the secondary schools will inevitably lead to larger schools and the quality of teaching will improve if subject specialization is encouraged among the teachers. The writer further suggests the provision of facilities for resarch for the improvement of the training institutes, establishment of separate teacher training institutions or colleges for teachers of Madrasahs in East Pakistan, and provision of training facilities for the teachers of intermediate colleges and inservice training for the staff of colleges, Universities, and training institutions.

TEACHING METHODS AND MEDIA

94. ALI, Basharat. Instructional Medium for Tomorrow --- Jamia Educational Quarterly (Karachi) 11(1): 38-49. 1970.

During the last decade a very exciting channel of communication in the classrooms has been developed. This is the direct relationship of media and the student, technically called, programmed learning. The main principles upon which the programming is based are: 1) the learner is active, 2) the learner gets frequent and immediate feed-back on his performance, 3) learning proceeds gradually from the less complex towards the more complex in an orderly sequence, 4) the learner is allowed to develop his own best pace of learning, and 5) the teacher's strategies are constantly reappraised on the basis of an objective analysis of the learner's activity. The writer discusses in comparative detail the two main types of program, linear and intrinsic, and assesses the applicability of this medium to Pakistan's educational situation.

95. FARID, Syed Ahmad. Ammader Bortaman Shikkha Baibastha Prashonga (About Our Present System of Teaching) --- Sangram (Dacca) May 31, 1970 (B).

So far very little attention has been paid to religious education in Pakistan. A small number of religious institutions that exist in the province are in a dilapidated condition and the syllabus taught is outdated. The method of teaching is very old. Those who are incharge of religious education, are fully aware that the holy Quaran contains chapters on politics, economics and social life. But these things are not explained to the students properly. Fiqah is also not taught to the students in a proper way.

The neglected state in which we find religious institutions is due to a lopsided growth of our system of education. Unless we bring harmony and balance between English education and the traditional system, our system of education will remain alien to our national objectives and aspirations.

TECHNICAL EDUCATION

96. MAHMOOD, Aijaz. Apprenticeship Scheme to Trainin Workers -

-- Dawn (Karachi) January 11, 1970.

The success of industrial development depends upon the availability of properly trained manpower. The technically trained manpower falls into three broad categories: engineers, technicians, and skilled workers. The accepted average ratio of these categories is 1:6:30. In other words, the category in greatest demand is that of skilled workers, and it is at this level that our training facilities are far from adequate.

In 1955 government started a National Apprenticeship Scheme and established the National Directorate of Apprenticeship Training. Under this scheme the training of apprentices is the responsibility of industrial concerns. Although apprenticeship programs are operated by industrial concerns at their own cost, it is the responsibility of the government to ensure their promotion, proper organization and administration. The government has established special wings to assist the industries in the organization of apprenticeship programs.

In the end the importance of training has been further emphasized, and industrialists have been urged not to hesitate in launching these programs, which in the long run, pay them handsome dividents.

97. RAHMAN, Atiqur. Shilpa Khetre Unnayan-o-Shikkha Bybasta (Industrial Development and Education System) --- Purbadesh (Dacca) April, 1970 (B).

The writer advocates technological emphasis in education and says that only through technological education the country can hope to supply skilled labor to its industries and help industrial development. The statistical data published by the Government indicate that the facilities and scope for technological education in our educational system especially at the lower level have been negligible. Although at the upper level there exist some facilities, including the facilities for training abroad, our industries cannot produce expected results unless the labor at the lower levels is also skilled and educated. The writer also touches on the problems of the wastage of available skilled labor force, unwillingness of the industrialists to employ skilled and educated people, absence of facilities for on-the-job training, and lack of incentives provided to laborers by the industrialists.

98. Rajshahi Engineering and Survey Institute --- Dainik Pakistan (Dacca) June 26, 1970 (B).

This is a report on the decay of one of the oldest institutions of East Pakistan. The Rajshahi Engineering and Survey Institute was established seventy-two years ago with the object of imparting technical education to the unemployed young boys. This Institute has not only produced many technical hands, but has also provided jobs to them. It was hoped that with Independance this Institute would develop and expand. But this expectation was belied. At present the Institute is on the brink of financial collapse and the number of staff is decreasing. The annual grant from the provincial Government has gone down to Rs.4,800/-. Three different courses are being taught in this Institution: 1) Sub-Overseer's course, 2) Survey course, and 3) Artisan's course. It is interesting to note that from 1898 to 1969, fifty thousand students have qualified from this Institute. In view of this remarkable achievement the Government should come to the aid of the Institute and save it from complete collapse.

TEXTBOOKS

99. MATIN, Abdul. Pustak Nirbachan Shikkhar Darpan (Book Selection Mirrors the Education) --- Purbadesh (Dacca) May 27, 1970 (B).

The writer emphasizes the production of proper textbooks especially for children. A selective list of textbooks for children should reflect the national ideals which the educational system of the country is expected to strive for. The suitability of the textbooks for children should be judged by their ability to create a correct and clear image in the children about their own culture, tradition, and moral values and to meet the demands of their inquisitive minds. The writer deplores the production and selection of books for children in Pakistan. The language of the books, the pictures, and the paper, are all of low standard. The production of good textbooks depends on the close co-operation and collaberation among three individuals, viz., the author, the publisher, and the selector.

100. ZIA, Anjum. Textbooks for School Children --- Dawn (Karachi) June 28, 1970.

Textbooks, which provide guidance to the teacher as well as

the taught, require to be planned and prepared with utmost care. Every textbook prescribed for school education should be a perfect guide to the subject it presents. Most of the current textbooks used in schools are far from satisfactory both in contents and appearance.

The authorship of textbooks prepared in Urdu is very poor. Every language needs to be taught according to certain principles of linguistic pedagogy. In Urdu textbooks no regard is paid to such rules. There are a number of problems in the case of Urdu books, such as script, and diction. First these problems need to be sorted out. The position of textbooks on other subjects is also not very satisfactory. It is only through good textbooks that students really learn.

GENERAL

101. ABUBAKR, Mohammad. Aamader Shikkha Shomasya (Our Educational Problems) --- Azad (Dacca) May 6, 1970 (B).

The writer outlines the major problems in the field of education. The foremost among them is the problem of unemployed educated persons. Because of lack of job opportunities many educated persons are compelled to accept assignments that are unsuited to their training. Among the unemployed there are also those who could not go beyond the high school. If properly trained, their services can be utilized in primary schools. Pakistan is rich in manpower, but there is no planned and proper utilization of the human resource. If we start a literacy corps like that of Iran, this huge manpower could be utilized properly. The development of manpower, in its turn, rests largely on the system of education. The system at primary level in East Pakistan is highly defective. Another problem is the large number of drop-outs particularly at the level of schools.

102. ALI, Md. Azhar. Causes of Drop-Outs at the Primary Stage --- Pakistan Observer (Dacca) April 8, 1970.

The writer discusses the major reasons for drop-out at the primary level with special reference to conditions prevailing in East Pakistan. F-

WORK AND DROP-OUT: The necessity of employment is one of the main causes of drop-out and 32.67 per cent of the total students enrolled leave school for this reason.

PARENTAL NEGLECT AND DROP-OUT: Approximately 20.72 per cent of the students leave school because their parents fail to take proper care of their schooling.

POVERTY AND DROP-OUT: Poverty is a potent cause for 16.34 per cent of the students leaving school before completing their primary education.

FAILURE AND DROP-OUT: Failure compels 11.95 per cent of the students to leave school. The writer discusses the major causes of academic failure.

LACK OF INTEREST AND DROP-OUT: Lack of interest causes 8.37 per cent of the student to leave school. This implies that the school fails to meet the needs of the children.

PLEA OF "GROWN-UP" AND DROP-OUT: This factor causes 3.98 per cent of the students, all of whom are girls, to leave the school, because in the eyes of their parents and rural society they are too grown-up to attend school.

MARRIAGE AND DROP-OUT: Marriage is a cause for 2.79 per cent of the girl students leaving school.

SICKNESS AND DROP-OUT: Sickness causes 2.79 per cent of the students to leave school.

MADRASAH EDUCATION AND DROP-OUT: Madrasah education is responsible for 1.59 per cent of the students leaving regular schoolings.

RETARDATION AND DROP-OUT: Finally retardation is found to be closely associated with drop-out. Retardation is caused by non-promotion or failure of students and this again may be due to poor teaching and ineffective school administration.

103. FAREED, Sayeed Ahmad. Aamader Bartaman Shikkha Baibostha Prashange (About Our Present System of Education) --- Sangaram (Dacca) May 21, 1970 (B).

The present system of education in our country has failed to produce dynamic leadership. The syllabus prevalent in our

Madrasahs dates back to five or six hundred years. Unless the curriculum is changed according to our present-day requirements, we cannot hope to produce the leaders of future with a broad outlook and enlightened mind. Pakistan being an Islamic State there must be adequate emphasis on religion. Islam is a revolutionary religion with emphasis on education. The sytem of education which Islam visualizes blends and balances the old and the new. Islam is not opposed to modern education or to the teaching of modern science and technology, but our children should not be kept ignorant of their religion and its importance in life.

104. FAROUK, A. Students, Examinations and Our Future --- Pakistan Observer (Dacca) June 18, 1970.

Our education system is on the verge of collapse. This is so because one can no longer tell the ability of a student from his examination results. The system has degenerated gradually. One of the causes is the fast expansion of higher education and the lack of the means to man and control it. In many cases students are there but there arre no teachers and accommodation. We should aim at quality rather than quantity. Today the right to adopt unfair means is demanded by the students because yesterday unfair means were used by the privileged few. If we want to check this tendency we have to punish the well-to-do and the powerful people who do it first. Our examination system can and should be changed. However, for doing this, we must restrict the number of examinees. Police should be used to maintain peace wherever needed outside the examination halls. Becuase inferior students are larger in number, they can stage demonstrations to serve their interests and resort to unfair means in examinations and frequent strikes. Lastly, the present remuneration of examiners is so meager and the number of scripts given to an examiner is so large that he has no incentive to work hard. Many people chosen as examiner are also unfit to do this work. Therefore the number of examiners should be reduced and their remuneration should be increased.

105. FARUKI, Rashid Al. Amadera Shikkha: Aakti Aoti Sampratic (Our Education: A Very Recent Crisis) --- Purbadesh (Dacca) June 28, 1970 (B).

The writer deplores the increasing trend among the students of indulging in 'unfair' means in examinations and the

falling standard of education in the country. The low standard of teaching is mainly responsible for this state of affairs. The other factors are: i) degrees and diplomas are considered more important than actual education, ii) problems of unemployment force the residue of the half-educated people to take up teaching as the last resort, iii) nepotism and favoritism are wide spread in the employment market, iv) there is no proper system of recruitment on the basis of merit, v) the financial position of schools and colleges is weak and a sense of financial insecurity prevails among the teachers. The writer offers the following suggestions: i) Education Department should always keep an eye on the financial position of the affiliated colleges and schools and should make good the deficit. It should also provide financial security to the teachers. ii) All examinations should be controlled and conducted by the Government. iii) The examination system should be radically changed. iv) Literacy and cultural programs should be extended to improve the relationship between the teacher and the taught. v) A strict system of competition for the recruitment based on merit should be enforced and the duel system of education should be abolished.

106. HUQUE, Abu Obaidul. Uniform Facilities Needed for All --- Pakistan Observer (Dacca) April 15, 1970.

Educational heterogeneity results from our heterogeneous socio-economic factors, heterogeneous facilities for and standards of the educational institutions, uneven geographic coverage of the country, and some unsolved controversial issues such as media of instruction in the field of education. Physical facilities and conditions of many privately run educational institutions are unsatisfactory. Moreover, the academic atmosphere prevailing in many of our privately operated educational institutions is far from conducive to education. Library facilities in most of the private institutions are quite inadequate. There is a shortage of space and accommodation in many institutions. Physical and internal conditions of science laboratories in many of our educational institutions are very poor. As compared to private colleges we have Cadet colleges meant for the elite of the country. These colleges are good in themselves but they are creating a special class of privileged citizens. Under the present socio-economic conditions we can hardly afford these special cadet colleges. The country should provide balanced and uniform education to each and every citizen according to his requirements.

107. HUSAIN, Abu. Aamader Shikkha Shamasya (Our Educational Problems) --- Azad (Dacca) May 7, 1970 (B).

The writer discusses a number of educational problems faced both by students and their parents. Of these, the two major problems relate to the low percentage of literacy and the absence of national orientation in the present system of education. The Government should undertake to replace the present system of education by one which would reflect our own national outlook and aspirations. It is due to the absence of national orientation that majority of our students are ignorant of our noble heritage. They are scared of their own history, traditions, and culture. The subjects taught in primary schools must have national orientation, so that the children learn to take pride in their heritage. As long as the present system of education is not modified in keeping with our needs, the problems will continue to multiply and the students will continue to disturb and disrupt the educational atmosphere in the country.

108. Jatiya Agragatite Shikhar Bhumika (The Role of Education in National Development) --- Purbadesh (Dacca) May 13, 1970 (B).

The article outlines the role of education in the development of the country and attributes its present backwardness to the paucity of educational facilities. It is painful to see that even after the lapse of 23 years since the attainment of national independence the percentage of literacy in the country remains as low as 21. The educational situation is, however, beginning to improve so far as urban centers are concerned, but literacy has made little headway in rural areas, where 80 per cent of the country's population lives and works. The article cites the example of other countries and argues that educational development is the key to economic development.

109. Jatiya Agragatitey Shikkhar Bhumika (The Role of Education in National Development) -- Purbadesh (Dacca) May 27, 1970 (B).

The article emphasizes the role of education in the development of the country and critically examines the inadequacies of the present educational system. The percentage of literacy is still only 20 and the standard of education is deplorably low. The causes are the inadequate financial allocation for

primary education, unattractive terms and conditions of service and low position of school teachers in society, increasing participation of students in politics, their inattention to studies, increased tendency toward delinquency, and disregard for law and order. The article invites the attention of the Government to the defects in the educational system and urges the Government to do something concrete to improve the situation.

110. TALUKDAR ANWAR. Shikkhangana-o-Durniti (Educational Institutions and Corruption) --- Purbadesh (Dacca) May 27, 1970 (B).

The writter discusses the spread of corrupt practices among the students and teachers. Malpractices by teachers include favoritism, commercial attitude toward the profession of teaching, and indulging in private tuitions. The students generally use unfair means to pass their examinations. In recent years corruption among the teachers and students has grown to an alarming extent. The causes for this situation are: 1) carelessness of students toward study; 2) failure of the educational system to make the students interested in study; 3) inadequate attention of the teachers toward the students; and, 4) increasing participation of students in politics.

PROFESSIONAL TRAINING (Special Section)

111. ANISUZZAMAN, Md. Training for Public Service --- National Institute of Public Administration,(Dacca) 1969 (Editorial) V, 134 pp.

This book contains papers presented and circulated at a seminar on training held on July 19-20, 1968. The contents of the book are: 1) Reform of the public personnel training system for socio-economic development in Pakistan; 2) The needs and goals of training for public service in Pakistan; 3) The needs and goals of the training of engineers; 4) The role of social welfare inservice training center in national development; 5) The role of NIPA, Dacca and the Police Academy; 6) The methods of inservice training; and 7) The role of Kaptai Academy. The book contains 5 appendixes, a

comprehensive list of training institutes in Pakistan, a list of institutes on skilled labor training in Pakistan, questions on the themes of the seminars on training, and proceedings and resolutions of the seminars.

112. AZIM, Karamat. Staff Development and Training --- Public Administration Review (Lahore) January-March, 38-43. 1969.

The writer enumerates various factors that play a crucial rule in staff development and training and recounts a few methods that may be used to achieve this purpose. Following are some of the factors that affect the process of learning: a) readiness to learn; b) motivation; c) interest; d) attention; e) practice; f) aptitude; g) attitude; h) emotional factors; i) family and cultural traditions, and j) expectations. The writer thinks that one of the most under-developed subjects as far as training is concerned in Pakistan is the review and analysis of the staff development situation. The writer lists as many as nine factors, which, in the present peculiar situation, can attract only second-class students to the teaching profession in this field. Staff development is, therefore, very important. The writer suggests some measures for the development of staff: i) The staff at training institutions should possess both theoretical and practical knowledge of the various problems in the field; ii) The staff must undertake research and publish its findings; iii) Lectures should be prepared keeping in view the needs of the participants; iv) The instructor must be a specialist in his subject as well as in teaching; v) He should be able to arouse in his students a desire to learn something new.through frankness, accepting suggestions and mingling with them; and vi) Finally, the instructor must maintain a regular movement through out his lecture and the lecture should always have a beginning, a climax,and summing-up. This will keep the interest of the students alive.

113. BEG, M.A.K. Follow-up of Training in the Public Sector --- Public Administration Review (Lahore) October-December 5-16. 1968.

The concept of training in Public sector is new in Pakistan, and training institutions have been functioning only for the last six years. The concept of follow-up of this training is

also new and dates back hardly to three or four years. Follow-up is done only in the In-Service Training Institutions. The names of the Institutions are given. The writer emphasizes the necessity of follow-up in In-Service Training and discusses at length the implications of follow-up and the difficulties and problems in the follow-up of training. According to him the evaluation and follow-up of inservice training is of intangible nature in which attitudes have to be changed. The highlights of the problems are: 1) setting up goals in measurable terms and discovering what makes for effective performance; 2) unwillingness of the participants in the follow-up programs; 3) inadequacy of mechanism to keep administrators at all levels informed about how their superiors or subordinates are being trained; and 4) absence of any direct relationship between the Department/Agencies sending the trainees and the institutions imparting the training. Finally the writer throws light on the forms and nature of the training which is being provided by the in-service training institutions, such as Pakistan Administrative Staff College, 3 National Institutes of Public Administration, and the Rural Academies in Peshawar and Comilla. It is hoped that follow-up of training can be improved if there is more rapport between the nominating agencies and the training institutions.

114. GHOUSE, Agha M. Development Planning and Managerial Training --- In: Manpower Planning and Training 138-147 (Karachi) Society for the Advancement of Training Pakistan, 1969.

There is an urgent need in Pakistan for imparting professional training to managers on the pattern in U.S.A. France, Germany and Japan. According to a recent survey there are hardly one or two firms who can be rightly called management consultants.

The writer discusses in detail the training of job managers and management consultants especially of those engaged in development planning. Managerial profession plays an important role in the process of economic development by making a break-through in the organizational efficiency for the achievement of greater output and better distribution. The importance of modern management is pointed out in the socio-economic objectives of the 4th Five-Year Plan of the country. It is suggested in the end that much can be done in the field of management training by private enterprise.

115. KHAN, Azmat. Principles of Adult Learning and their Application in Management Training --- In: Manpower Planning and Training 86-106 (Karachi Society for the Advancement of Training Pakistan, 1969.

The paper explains the process and principles of adult learning and the application of these principles in management training and development.

Under the headings of 'Meaning and Definitions of Important Concepts,' the writer discusses 'learning,' its methods, and its process. He discusses the meaning of 'adult' and the scope and functions of management training anddevelopment. Under the heading 'The Principles of Learning' there is a discussion of the law of effect and the law of association which includes the factors of contiguity, frequency, recovery, assimilation, vividness and belongingness. The next subject discussed is 'The Determinants of Learning,' which covers attitude of participants, corporate climate, individual differences, knowledge of results, motivation, incentive, anxiety, relationship between trainer and learner, and reading habits of participants. Under the heading 'Management Training and Development' the definition of the term is followed by a discussion on the underlying principles and guidelines, application of the principles of learning to management, training and development, technics and training, and its limitations.

It is concluded that training and development should be divided into two phases, namely, the execution and maintenances of the behavior.

116. KHAN, Captain B.A. Vocational and Technical Training in Pakistan ---Jamia Educational Quarterly (Karachi) 11(1): 9-27. 1970.

The writer discusses the definition, objectives, and scope of vocational training, especially with reference to Pakistan. Experience in the various developing countries including Pakistan has shown that in spite of efforts made to provide vocational training to meet the various objectives the results achieved have not been very satisfactory. As regards matching the supply of trained people with the demand for qualified manpower, a number of problems call for urgent attention and solution. One of the problems is what training should be provided when large number of people are under-qualified

in relation to labor market requirements, while others - the educated unemployed - are overqualified. Another set of problems relates to forms of training and methods to be used, both for training in institutions and training in employment. The writer surveys the position of training of skilled workers and technicians in Pakistan vis-a-vis the requirements and discusses the respective roles of the government and the employers.

117. MAMA, Mohammad H. Training of the Workshop Teachers --- Jamia Educational Quarterly (Karachi) 11(1): 50-62. 1970.

The writer discusses the problem of the training of workshop teachers in the context of Pakistan concentrating on some of the relatively more important features of workshop training. Effective training, like other effective productions, requires that the proper ingredients be present and that the production be well-planned and organized. The areas discussed constitute: Methodology of instruction, project instruction, curriculum development, audio-visual aids, psychology of learning, shop management and ethics. It is concluded that a scientific approach to the analysis of the tfaining task, indentification of its elements, and comprehension of the principles underlying each element would pay their dividends in terms of efficiency and effectiveness of learning.

118. NASEEM, A. Haneef. Training of Instructors in Banking --- In: Manpower Planning and Training 73-85 (Karachi) Society for the Advancement of Training Pakistan, 1969.

Banking is a fast changing profession and the bankers have to keep abreast with the latest procedures and practices of banking. One way of doing this is training.

After an explanation of the term "training" the writer has discussed the need for training especially in the banking business. The main object of training in banks today centers on the application of the special knowledge and skills to the practice of banking. The instructor acts as a teacher. It is suggested that this type of training is not enough. The role of an instructor is very important, and she should have a special training in the subject as an instructor. An instructor in Pakistan must be familiar with the basic

principles of training which are: 1) creation of favorable climate for learning; 2) suitable program of training; and 3) evaluation of the training program.

As an example, the IDBP's experience in training program is discussed and in the end it is pointed that the role of an instructor is not of a mere teacher; his role continues beyond the classroom and the qualify of training depends on the quality of the instructors associated with it.

119. QUANTICK, O.J. Training of Training Staff --- In: Manpower Planning and Training, 54-72 (Karachi) Society for the Advancement of Training Pakistan, 1969.

This is a report on the training of trainers prepared with the help of I.L.O. publications and supplemented by the writer's personal experience. First the role and status of trainers are discussed both within the educational and training system and in society as a whole. The writer further discusses the subject under the heads of recruitment, further training and education, training officers and their selection, and some problems of the annually appointed trainers.

In the end the existing facilities for the training of trainers in Pakistan are described along with various problems in the field and it is concluded that technical education departments in East and West Pakistan are aware of the need for the training of trainers and that arrangements have been made to train teachers and instructors at the I.L.O. advanced Training Center at Turin. In the appendix a list of 12 publications has been provided for further study on the subject.

120. QURESHI, Anwar. Institution Building a New Approach for Developing Effective Training and Educational Organizations.--- (Dacca) Administrative Science Review III (1): 69-80. 1969.

In recognition of the need of inservice training of officers of the government at various levels. 3 National Institutes and one Administrative Staff College were established in Pakistan about seven years ago. The writer explains one of the approaches known as 'Institution Building Model' approach for evaluating the degree of effectiveness of an

existing organization. Before explaining the approach he discusses the concept of institution, because Institution Building Model approach is concerned with the ways of studying the degree of institutionalization achieved. The The model suggests three tests of institutionality: 1) Survival; 2) Normativeness; and 3) Valuation by environment. The last-mentioned test covers two aspects, influence of the institution and autonomy of the institution. Finally, the writer interprets the three tests through a conceptional framework in the form of scale. In other words, the writer suggests evaluation of the inservice training institutions to see whether these have become institutionalized in the real sense of the term and whether they are achieving the objectives for which they stand. He is optimistic that the application of the Institution Building Model for the study of these organizations can provide an answer.

121. RAZA, H. Syed. Training of Industrial Manpower Skills --- In: Manpower Planning and Training 35-53 (Karachi) Society for the Advancement of Training Pakistan, 1969.

Pakistan is passing through an era in which industrialization is taking place at a fairly rapid rate and modern technology is being introduced in many new industries. Today the need for providing training to industrial workers is particularly acute, because industrial workers are the key element in the process of industrial production. The supply of skilled technical workers in Pakistan has not kept pace with industrial development, and this shortage will increase proportionately with continued industrial growth.

The skills where technical training is required in industrial sectors include professional engineers, technicians of all types especially those engaged in the manufacture, installation, operation, and repair of machinery. Lack of proper education and of subjective selection of personnel are the basic hindrances in the way of providing proper industrial training. These problems are discussed at length. The writer also discusses the industrial training practices, technical managerial level training, supervisory level training, line workers' training, and apprenticeship training.

It is concluded that due importance should be paid to the proper selection of personnel and their training.

122. SATTAR, M.A. Vocational Education --- In: Manpower Planning and Training, 22-34 (Karachi) Society for the Advancement of Training Pakistan, 1960.

A great many economic problems of Pakistan can be solved by introducing some vocational education at secondary level. Vocational education is the need of the hour in Pakistan. The vast manpower in Pakistan can become a great economic force if it is properly trained and utilized. Investment in vocational education will produce quick and concrete results. This type of education admirably suits the lower strata of the society which cannot afford to educate their children for a long period of time.

An explanation of the term "vocation education" is followed by a brief survey of the existing facilities of vocational education in Pakistan. It is also pointed out that the present facilities are far from satisfactory. Pakistan should have a well-planned massive vocational education system. Germany, as an example, has a very well-planned and effective system of vocational education. This system is explained at some length. At the end a few suggestions have been made for achieving the objective of a wide broad-based system of vocational education.

123. SIDDIQUI, Anwar Hussain. Management Training in the Government of Pakistan --- In: Manpower Planning and Training, 173-184 (Karachi) Society for the Advancement of Training Pakistan, 1969.

The notion that administration is an art and administrators are born and not made or trained does not hold good today. The expanded functions and responsibilities of modern governments require administrators who are properly educated and trained to perform a variety of specialized jobs. It is because of the complexity of the job that the importance of training has been universally acknowledged in the field of administration.

A brief review is made of the administrative system that Pakistan inherited at the time of partition from the British. The system needs great change, and training can play an effective role in reshaping the attitude of our administrators as well as in equipping them with better administrative skills and techniques.

A well-integrated and pyramidical system of training of public administrators has been evolved in Pakistan. Most of the post-entry training programs are of two years' duration, at the end of which officer trainees are assigned actual responsibilities. These training programs are carried on by various academies and institutions. These academies and institutions also carry out research work in the field of administration.

It is suggested at the end that the training policy of the government must be implemented whole-heartedly and without reserve and training should be directly related to the career development of the employees in order to make it meaningful. Periodic evaluation of training programs should also be made to assess their effectiveness.

124. ZAKA, Mahmud Akhtar. Idealism and Pragmation in Management Training --- In: Manpower Planning and Training, 185-199 (Karachi) Society for the Advancement of Training Pakistan, 1969.

The objective of this paper is to bring home to the management trainer the importance of professional concepts, values, system, and techniques. An awareness of these factors is of immense significance to professional managers who combine in themselves the qualities of vision and action.

The writer discusses in detail the terms of "idealism" and "pragmatism" in the context of management training. Both the terms are interpreted in their diverse meanings ranging from their general connotations to professional management concepts, values, system, and techniques.

It is concluded that a management trainee needs to develop himself constantly and this development must be all-round, It is only through such development that a manager can have courage of conviction, which is essential for effective communication. It is through both idealism and pragmatism in management training that a management trainer can produce individuals who can rightly be called professional managers.

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